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ABSTRACT

The final report delineates activities of the Project on Cooperative Manpower Planning in Special Education at the University of Missouri, a special project to provide external training assistance to state education agencies and institutions of higher education in the 50 states, the District of Columbia, and five territories. Various activities are discussed for four major categories--needs assessment activities, products and publications, workshops and symposia, and technical assistance. Appended materials, which make up most of the document, include reports of the 1976 and 1978 status studies of statewide cooperative manpower planning in special education, letters from individuals, an outline of proceedings of the First Missouri Symposium on Cooperative Manpower Planning for Special Education, an annotated bibliography on cooperative manpower planning, newsletters, and the outline of a writer's handbook on a comprehensive system of personnel development. (SB)

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FINAL REPORT

1976-1979

Special Project

(Supported Under the Provisions of Public Law 91-230)

to

Provide Training Assistance to States Relative to Cooperative Manpower Planning in Special Education

Department of Special Education
College of Education
University of Missouri-Columbia

Grant No. G007602997

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PREFACE

Included within this Final Report is a delineation of the many activities and accomplishments attained by the Project on Cooperative Manpower Planning in Special Education, Department of Special Education, University of Missouri-Columbia through its Special Project (Public Law 91-230) for the project period 1976-1979. Without question, the achievements that have occurred throughout the duration of the project period are the result of the efforts of many individuals. First and foremost, recognition should be given to those persons in State educational agencies, particularly the CSPD Coordinators, who have worked so diligently to bring about cooperative manpower planning in their respective States. Secondly, special appreciation is extended to those many individuals who advised the Project in its symposia, development of publications, and workshop activities. Thirdly, the Project staff, particularly Dr. Robert L. McGough and Ms. Janice R. Duncan, are especially recognized for their excellent contributions during the project period. Finally, special mention should also be made of the staff in the Bureau of Education for the Handicapped, USOE, for their support and continuous encouragement: Dr. Edward Sontag, who was so helpful in getting the Project "off the ground"; and Dr. Philip Burke and Dr. William Peterson who gave of their time and expertise to the Project as Project Officers.

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INTRODUCTION

From June 1, 1976, to May 31, 1979, the University of Missouri-Columbia administered a Special Project focusing upon the development and expansion of manpower planning systems in special education in each of the fifty States, District of Columbia, and five territories. Initially, the "Project on Cooperative Manpower Planning in Special Education" concentrated on providing technical assistance relative to the 1974 DPP/BEH "Directive on Cooperative Manpower Planning", which was primarily in relation to PART D training monies. Beginning in 1977, however, the Project efforts also included, to an increasing degree, the Personnel Development Section of Public Law 94-142 [Sections 613 (a) (3) and 614 (a) (1) (c) (i)] of the Act; i.e., the establishment of a "comprehensive system of personnel development". In this regard, it has become increasingly apparent to most professionals working in this field that the purposes and desired outcomes of the 1974 DPP/BEH "Directive" and the Personnel Development Section of Public Law 94-142 are essentially the same and should, in fact, function within the same framework.

Included in this Final Report is a brief history of the project and a summary of the many activities in which the Project was involved for the period of 1976-1979. To be sure, the accomplishments of the Project are due to the efforts of many individuals.

BACKGROUND AND RATIONALE

Prior to the late 1950s there were relatively few colleges and universities in the Nation committed to the preparation of special education personnel. Those few colleges and universities that were involved in such training

activities were, for the most part, emphasizing the preparation of teachers of the educable mentally retarded to work in self-contained classrooms, usually in an elementary school setting. Although a few colleges and universities had preparation programs in some other areas (e.g., visually handicapped, deaf and hard-of-hearing, speech handicapped, and crippled and other health impaired), these were indeed small in number. Almost nonexistent in the late 1950s were college and university special education programs that emphasized such areas of concern as: emotional disturbance, learning disabilities, trainable mentally retarded, severely handicapped, secondary level handicapped, preschool handicapped, multihandicapped, adapted physical education, and special education administration. Although many of these areas of concern did not have commensurate State and Federal emphasis until after the middle 1960s, certain areas (such as emotional disturbance, learning disabilities, trainable mentally retarded, and special education administration) did begin to flourish during the period of the early 1960s.

To be sure, one of the primary stimuli for college and university program development and expansion in special education has been, and continues to be, Federal training assistance. Beginning with Public Law 85-926, as amended, and continuing through to the present provisions of Public Law 93-380, as amended, many of our Nation's colleges and universities have had the financial and moral support to improve and expand their existing special education training programs and to initiate new programs in other areas. It is to be noted that colleges and universities have not been the only agencies involved in this increased training emphasis of the past fifteen years; State Education Agencies (SEAs) have also had a key role relative to the inservice preparation of special education personnel. In this regard, SEAs have often been highly influential in identifying those immediate and critical training

needs in their respective States. Of course, past SEA involvement in training activities in special education has also been stimulated by Federal support; e.g., Part D of Public Law 93-380 and Section 613(a)(3) of Public Law 94-142.

In addition to the significant role that SEAs have assumed relative to the training of special education personnel, it is to be noted that from a "handful" of colleges and universities having one or more training programs in special education in the late 1950s, DPP/BEH is currently supporting more than 760 training programs and projects in colleges and universities, other state agencies, local education agencies, intermediate education agencies, and other non-profit agencies. (Application for Grants Under Handicapped Personnel Preparation Program, 1978.)

Without question, this marked growth and expansion of college and university training programs in special education have been highly beneficial to the various State and local education agencies in alleviating their respective manpower shortages. However, major problems consequent to this admirable growth have now become quite apparent. For the first time, many States are reporting surpluses of personnel in various areas of special education. In addition, it appears that, in many States, there is a proliferation and, at times, a seemingly unnecessary duplication, of college and university training efforts in special education. Ironically, even though personnel surpluses and some program proliferation may exist in many of the States, there are still certain areas (e.g., severely handicapped, vocational education for the handicapped and preschool handicapped) where limited personnel training is occurring. Furthermore, there often appear to be intrastate deficits relative to the availability of qualified personnel; e.g., even though a State might have a surplus of teachers of the educable mentally retarded in its urban areas, the rural areas of that same State might be experiencing

difficulties in attracting and/or retaining such personnel. It seems that the most feasible approach to tackling some of the problems cited above is a concerted Statewide and, on occasion, regional manpower planning effort.

Although several States have for many years had some involvement with cooperative manpower planning in special education, the real impetus for such efforts occurred in 1974 when the Division of Personnel Preparation of the Bureau of Education for the Handicapped (DPP/BEH) issued a directive that "Z" cycle States should evidence, in their new Part D training proposals, a beginning toward "planning for a cooperative manpower plan." (In 1975, "X" cycle States were required to include this "Plan to Plan" component in their Part D proposals, and in 1976, "Y" cycle States were expected to do likewise.) Notwithstanding the considerable emphasis placed on cooperative manpower planning since 1974, there is still variation among the States on the extent to which they have conscientiously implemented the DPP/BEH Directive. Based upon the findings of the latest (1978) Project "Status Study", forty-two (42) States, including District of Columbia, Guam and Puerto Rico, reported that they had ongoing statewide manpower planning committees. Without question, many of those forty-two States are at the beginning stages of developing "a comprehensive system of personnel development." Furthermore, it appears that the remaining fourteen (14) States have not yet addressed, in an organized fashion, the task of personnel planning and development.

Although great strides have been made by a large number of States during the past 2-3 years to meet the intent and purposes of both the 1974 DPP/BEH and the Personnel Development Section of Public Law 94-142, it is the writer's judgement that we've barely "scratched the surface" of the potential that exists. The goal of effective, functioning and productive "comprehensive system(s) of personnel development" in <u>each</u> of the 56 States is a long way from being realized. The related Project activities are reflected in these

factors:

1. The findings of the 1978 Project "Status Study" suggested that most, if not all, of the States are in the beginning stages of personnel planning and development, that much remains to be accomplished. Many of the respondents to this study stressed the need for training/technical assistance activities; e.g.:

   a. "Workshops for the purpose of:

      (1) technical assistance
      (2) information sharing
      (3) explanation
      (4) updating
      (5) how-to workshops
      (6) planning" and

   b. "Consultants:

      (1) on-site visitations
      (2) field people to help implement, and
      (3) outside consultants to help form the committees."

   (Please see Appendix A for selected portions of Statewide Cooperative Manpower Planning in Special Education: A Second Status Study, Richard C. Schofer and Janice R. Duncan, University of Missouri-Columbia, Columbia, Missouri.)

2. Many of those individuals who are working on a day-by-day basis with personnel planning and development in the various States feel very strongly the need for a technical assistance resource. (Please see Appendix B for additional information in this regard.)

3. During the first 3 years of its existence, Project personnel visited about forty (40) States to meet with SEA officials, personnel planning committees, and various task forces. In addition, we have met, on many occasions, with staff from DPP/BEH, DAS/BEH, NASDSE, and other agencies.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

Responsibilities

The Project on Cooperative Manpower Planning in Special Education at the University of Missouri-Columbia was first approved and funded as of June 1, 1976. The major purpose of this Project was to provide external training assistance to each of the fifty-six States relative to planning, implementing, and maintaining cooperative manpower planning programs in special education and related areas. The initial foci of the Project were the Part D provisions of Public Law 93-380 and later the Personnel Development Section of Public Law 94-142. The direct target groups in each of the States were State Education Agencies (SEAs) and Institutions of Higher Education (IHEs). The indirect target groups were those agencies and organizations within each of the States that would often be beneficiaries of sound manpower planning; e.g., Local Education Agencies (LEAs), human service agencies, and parent and professional organizations. The following were also included in the functional responsibilities of the Project:

1. To provide training assistance to individual states as requested;
2. To develop and implement surveys to assess the "state-of-the-art" as it relates to cooperative manpower planning for special education;
3. To provide opportunities for State and Nationally concerned educators to develop and share ideas which relate to cooperative manpower planning for special education;
4. To review and document existing research that relates to cooperative manpower planning;
5. To collect and disseminate information which relates to cooperative manpower planning; and
6. To collect and/or develop materials, media, etc. which will serve to assist the development of State programs.

In fulfilling these responsibilities, the Project has participated in and developed various activities, projects, workshops, and publications. These activities and accomplishments can be viewed in four major categories: Needs Assessment Activities, Products and Publications, Workshops and Symposia, and Technical Assistance.

Needs Assessment Activities

To determine the present state-of-the-art of manpower planning and to allow input from the field regarding manpower planning on a National level, two studies were conducted:

A. An initial "state-of-the-art" study was conducted in 1976 whereby every "X" and "Z" cycle State's cooperative manpower planning program description was obtained, reviewed, and documented. Recommendations were made for the consideration of the U.S. Office of Education (DPP/BEH). Likewise, recommendations were made for individual State development. A final report of the study entitled, Statewide Cooperative Manpower Planning in Special Education: A Status Study, was developed for National dissemination during the month of December, 1976. (Please see Appendix C.)

B. The purpose of the second "state-of-the-art" study was to determine the status of manpower planning in special education in all the States, including the "Y" cycle States. An emphasis was also placed on the National reaction and compliance to the Personnel Development Sections of Public Law 94-142, i.e., Sections 613(a)(3) and 614(a)(1)(c)(i). Results of this second study, Statewide Cooperative Manpower Planning in Special Education: A Second Status Study, was developed and disseminated Nationally in October, 1978. (Please see Appendix A.)

In order to encourage the development of materials relative to assessing personnel supply and demand data, the Project has entered into a subcontractual agreement with the University of Kansas for the purpose of developing a data resource system for personnel planning which does not require extensive computer resources, but is, at the same time, sufficient for planning purposes. The parameters of the project include the identification of needed data, collection of data, and the transformation of the data into a usable report for application to the manpower planning needs of State Education Agencies (SEAs), Institutions of Higher Education (IHEs), and Local Education Agencies (LEAs). The system has been field-tested in Kansas. The project involves four components: the supply component, the demand component, the data processing component, and the product or reporting component.

In addition to these activities, a continuing update of information and input from the field relative to manpower planning on a National level has been made through on-site visits, written correspondence, telephone contact, and symposia and workshop participation.

Products and Publications

As the result of the various activities in which the Project has been involved, five documents relative to Cooperative Manpower Planning have been published. These documents have been Nationally disseminated and are listed below:

Schofer, Richard C. and McGough, Robert L. Cooperative Manpower Planning in Special Education: First Missouri Symposium, May, 1976, University of Missouri-Columbia, May, 1976. (Please see Appendix D.)

This publication is a proceedings document describing the activities of the first symposium on manpower planning in special education at the University of Missouri-Columbia. Projects of various states are described; the past, present and future of Cooperative Manpower Planning are discussed; and a comprehensive research and literature review is included.

McGough, Robert L. and Schofer, Richard C. Cooperative Manpower Planning: Annotated Bibliography, University of Missouri-Columbia, October, 1976. (Please See Appendix E.)

This annotated bibliography is designed for the use of administrators, researchers, state personnel, and national planners who need access to special documents relating to Cooperative Manpower Planning for Special Education. The items are divided into specialized sections, facilitating its use.

Schofer, Richard C. and McGough, Robert L. Statewide Cooperative Manpower Planning in Special Education: A Status Study, Department of Special Education, University of Missouri-Columbia, November, 1976. (Please see Appendix C.)

The results of a nationwide status study on the progress and direction of manpower planning efforts in special education are documented in this publication. It investigates how, and to what extent, the various states were responding to the "BEH Directive" for manpower planning in special education. A comprehensive research and literature review is included.

Schofer, Richard C. and McGough, Robert L. Manpower Planning for Special Education: Planning Model and Alternatives, Department of Special Education, University of Missouri-Columbia, August, 1977. (Please see Appendix F.)

The intention of this document is to serve as a general process document for states that are in the midst of developing their manpower planning committees. Along with a possible model for the development of the committees are included various listings of alternatives and descriptions of useful program components.

Schofer, Richard C. and Duncan, Janice R. Statewide Cooperative Manpower Planning in Special Education: A Second Status Study, Department of Special Education, University of Missouri-Columbia, October, 1978. (Please see Appendix A.)

The purpose of this second study was to determine the status of manpower planning in special education in all the states. An emphasis was placed on the National reaction and compliance to the Personnel Development Sections of Public Law 94-142.

In addition to the dissemination of these documents, newsletters have been developed and disseminated to inform colleges and universities, SEAs, and other pertinent agencies about Project activities and cooperative manpower planning. Three newsletters have been completed. (Please see Appendix G.) The first (Volume 1, No. 1), regarding the purpose of the Project and information on the First Missouri Symposium, was Nationally disseminated in February, 1977. The second (Volume 1, No. 2), regarding information on the Regional Workshops and spotlighting Cooperative Manpower Planning Committee

organizational structure, was disseminated in late fall of 1977. The third (Volume 1, No. 3) summarized the seven Regional Manpower Planning workshops, explained the purposes of the second state-of-the-art survey, reported the results of the Third Misscuri Symposium, and described the past publications of the Project.

Workshops and Symposia

From late September, 1977, to early January, 1978, the Project on Cooperative Manpower Planning conducted seven regional workshops focusing upon strategies and methodology for establishing Statewide Manpower planning committees. The locations of these workshops were as follows: Upper Plains Regional Workshop - Minneapolis, Minnesota; Northwest Regional Workshop - Boise, Idaho; Northeast Regional Workshop - Albany, New York; East Central Regional Workshop - Columbus, Ohio; Lower Plains Regional Workshop - Oklahoma City, Oklahoma; Southwest Regional Workshop - Reno, Nevada; and Southeast Regional Workshop - Atlanta, Georgia. It is to be noted that 48 States, the District of Columbia and Puerto Rico had one or more representatives at these workshops.

The workshops brought together college and university and State Education Agency representatives from each State of those respective regions for the purposes of discussing and deliberating on issues and concerns relative to cooperative manpower planning. The following areas were emphasized in these workshops: (1) Manpower Technology and Methodology; (2) Needs Assessment Strategies; (3) Organizational Development Strategies and Alternatives; and (4) Updated Status Data. The stated objectives for the workshops were as follows:

1. "To facilitate an interchange of ideas and concerns relative to Cooperative Manpower Planning";
2. "To sufficiently explain the process model included in the fourth Project publication to enable the participants to return to their

respective States as resource persons";

3. "To expand the participant's understanding of manpower planning and the relationships between Part D Planning (i.e., 1974 'BEH Directive') and the Personnel Development Section of Public Law 94-142 (i.e., 'Comprehensive System of Personnel Development')".

Evaluation forms, completed by the participants, indicated that these objectives were accomplished. By the same token, the Project staff gained valuable input from the participants which would enhance the Project's technical assistance role in the future.

To address specific concerns, three symposiums were held:

1. The First Missouri Symposium on Cooperative Manpower Planning in Special Education was conducted in May, 1976. The symposium brought together persons who represented, at that time, the more active cooperative manpower planning programs. A proceedings document describing the activities of the symposium was developed and disseminated Nationally in August, 1976. (Please see Appendix D.)
2. The Second Missouri Symposium on Cooperative Manpower Planning in Special Education was convened in late January, 1977. The product that eventually resulted from this symposium was Manpower Planning for Special Education: Planning Model and Alternatives, August, 1977. (Please see Appendix F.)
3. The Third Missouri Symposium on Cooperative Manpower Planning in Special Education was held in April, 1978. The result of the symposium was the recognition of the need to develop a planning and management guide relative to the Comprehensive System of Personnel Development (CSPD) for use by the various States. Represented at this meeting were SEA and IHE personnel knowledgeable in the development of manpower planning in their respective States. (It

is to be noted that a follow-up meeting to the Third Symposium was held in Austin, Texas, in late August, 1978. This meeting, which involved many of the Third Symposium participants, developed a draft of a "Comprehensive System of Personnel Development: A Writer's Handbook" relative to the Personnel Development Section of Public Law 94-142. This guide, when completed, will serve as a handbook for the development of the CSPD of the Annual Program Plan (APP) in each of the States.)

Technical Assistance

On-site consultation was provided to States relative to cooperative manpower planning in special education through the utilization of Project staff and through other consultants employed by the Project where special expertise was required.

A. Visitations were made to about forty (40) States where presentations and training assistance were provided relative to each State's manpower planning program. The States visited are as follows:

Arizona
Arkansas
California
Colorado
Connecticut
Florida
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Dakota
Tennessee
Texas
Utah
Vermont
Washington
Wisconsin
Wyoming

B. The Project Director made several presentations on manpower planning at various Regional and National Meetings. The following is a list of some of these meetings:

June, 1976 -- NASDSE (National Association of State Directors of Special Education) Training Workshop for SEA, Part D Coordinators, Austin, Texas.

August 1976 -- DPP/BEH Meetings on Public Law 94-142 and its implications for training (Chicago, Illinois, and Denver, Colorado).

November, 1976 -- Semi-annual Meeting of HECSE (Higher Education Consortium on Special Education), Kansas City, Missouri.

April, 1977 -- National Meeting of the Council for Exceptional Children, Atlanta, Georgia.

July, 1977 -- Annual Meeting of the National Consortium on Physical Education and Recreation for the Handicapped, Kansas City, Missouri.

September, 1977 -- DPP/BEH Regional Meetings on Part D of Public Law 93-380 and the Personnel Development Section of Public Law 94-142 (Washington, D.C.; St. Louis, Missouri; and Denver, Colorado).

July and August, 1978 -- NASDSE meetings in San Francisco and Washington, D.C. with explanation of past, present, and future of Cooperative Manpower Planning and the relationship of Part D to the Personnel Development Section of Public Law 94-142.

September, 1978 -- Baltimore, Maryland meeting with DPP and DAS/BEH representatives to further develop a draft of a "Comprehensive System of Personnel Development: A Writer's Handbook" which will eventually serve as a handbook for the development of the CSPD of the Annual Program Plan (APP) for the various States. (Please see Appendix H.)

October, 1978 -- NASDSE meeting in New Orleans, Louisiana, to serve as a consultant on Cooperative Manpower Planning for the participants.

SUMMARY

These activities and accomplishments of the Project on Cooperative Manpower Planning in Special Education have been described in this report to provide an indication of the type of support that the Project has given to individuals and agencies in the field relative to manpower planning. Through the activities described herein, the Project has served as a source of

information, support and has provided substantial assistance in helping personnel involved in the education of handicapped children understand and implement the requirements of manpower planning in special education.

APPENDIX A

STATEWIDE COOPERATIVE MANPOWER PLANNING IN SPECIAL EDUCATION: A SECOND STATUS STUDY

Investigators:

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JANICE R. DUNCAN

September, 1978
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PREFACE

This publication is the fifth in a series of reports produced by the Project on Cooperative Manpower Planning in Special Education at the University of Missouri-Columbia. In essence, this publication is an up-date of Statewide Cooperative Manpower Planning in Special Education: A Status Study (Schofer and McGough) that was published in 1976. In view of the greatly increased efforts of the various states relative to implementing manpower planning systems, plus the impact of the Personnel Development Section of Public Law 94-142, it was felt that an updated "state-of-the-art" study would be timely. The findings of this study reveal not only how states have responded to the "DPP/BEH Directive" for manpower planning in special education ("Cooperative Planning for Personnel Preparation, April, 1974"), but also how Public Law 94-142 has affected and/or enhanced their efforts.

As is the case in any study that utilizes a questionnaire for the obtaining of information, the findings are only as valid as the instrument itself and the responses that accrue. The findings reported on the Survey Summary Sheets in Appendix A and the National Summary of Responses in Appendix B are based upon the responses to the investigators' survey and are not, in all instances, complete. This is primarily due to the fact that on some of the survey items the respondents provided either no information or partial information. Still, the investigators are responsible for any omissions, inaccuracies, or misinterpretations that may be included within the study itself. Nonetheless, we do believe that much of the information included in this report will be of value to the states as they seek to develop, expand or improve their manpower planning systems.

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SECTION I

Overview of the Study

RATIONALE

The purpose of this study was to determine the status of manpower planning in special education in all fifty states, Washington, D.C. and five territories. A similar study was conducted in 1976 with the results published in Statewide Cooperative Manpower Planning in Special Education: A Status Study.[1] It was felt that an update of this study was needed for the following reasons:

1. To determine the changes resulting in those states which participated in the first study.
2. Only "X" and "Z" Cycle states were involved in the first study; since then, the 1974 DPP/BEH directive on cooperative manpower planning has also applied to "Y" Cycle states.
3. To evaluate the national reaction and compliance to the Personnel Development Sections of Public Law 94-142, i.e., Sections 613(a)(3) and 614(a)(1)(c)(i).

PROBLEM OVERVIEW

In the past twenty years, college and university training programs in special education have undergone a remarkable expansion. This expansion has been fundamental in relieving the personnel shortages that have existed across the Nation.[2] At the same time, it is now apparent that the personnel requirements of Public Law 94-142 are not being adequately met. Approximately 25,000 new personnel enter special education annually, but, considering the annual attrition rate, the addition to the field is only about 10,000. Two hundred-fifty thousand additional personnel has been projected as the number needed to serve the seven to eight million children needing services.[3] At the same time, a surplus of trained personnel exists in some teaching areas and unnecessary duplication of training programs seems to exist in different parts of the country.[2] In fact, some duplication of training programs seems to exist within certain states. A manpower planning effort directed toward

solving the problem of the surpluses and shortages of trained professionals is needed.[4]

In the late spring of 1974, the Division of Personnel Preparation of the Bureau of Education for the Handicapped (DPP/BEH) initiated meetings in a number of states to discuss the need for cooperative manpower planning. Representatives of training programs receiving Part D funds, state education agency (SEA) representatives, and DPP/BEH staff members attended these meetings. The DPP/BEH directive on cooperative manpower planning[5] (see appendix D), discussed at the meetings, outlined manpower problems and possible solutions. Basically, the document advised the states to involve college and university personnel, state and local education personnel, parents and others who were interested in developing a statewide manpower planning system. In this manner, Part D training proposals, submitted within a state, would then address themselves to individual state needs as well as to national priorities.

Over the past three years, this recommendation has been recognized nationally, and today all of the states are expected to be involved in the development of a statewide cooperative manpower plan.[2] Moreover, to meet the national program expansion, the Bureau of Education for the Handicapped is increasingly encouraging the development of cooperative manpower planning programs.[6] Notwithstanding the considerable emphasis placed on cooperative manpower planning since 1974, there is still variation among the states on the extent to which they have conscientiously implemented the DPP/BEH directive.[2] Of the states which have cooperative manpower planning committees, most are described as "...a formally organized committee, but with little or no decision-making authority."[1] This reported lack of authority does not correspond to the requirements of the Personnel Development Section of Public Law 94-142:

> Section 613(a)...(3) set forth, consistent with the purposes of this Act, a description of programs and procedures for (A) the development

> and implementation of a comprehensive system of personnel development which shall include the inservice training of general and special educational instructional and support personnel, detailed procedures to assure that all personnel necessary to carry out the purposes of this Act are appropriately and adequately prepared and trained, and effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects and (B) adopting, where appropriate, promising educational practices and materials development through such projects...[7]
>
> Section 614(a)(1)...(c) establish a goal of providing full educational opportunities to all handicapped children, including (i) procedures for the implementation and use of the comprehensive system for personnel development established by the state educational agency under section 613(a)(3).[7]

Public Law 94-142 regulations also require that all colleges and universities that have an interest in special education personnel training have "an opportunity to participate fully in the development, review, and annual updating of the comprehensive system of personnel development."[8] Here, cooperative manpower planning should enter the picture. The Personnel Development Section of Public Law 94-142 could, in large measure, become the responsibility of the manpower planning committees. Developing and maintaining two committees within a state, both dealing with manpower planning, personnel development, and teacher training concerns, is an unnecessary duplication of services. This duplication would be avoided if the individuals administering Part D and the individuals administering Public Law 94-142 within a state education agency would communicate, work together, and involve college and university people and others in forming a single committee.

There is a need for information on the current National status of cooperative manpower planning for special education to help states fulfill the intent of both the 1974 DPP/BEH directive and the Personnel Development Section of Public Law 94-142. The Project on Cooperative Manpower Planning in Special Education, Department of Special Education, University of Missouri-Columbia, conducted a second National survey on manpower planning for those purposes. This publication represents the results of that investigation.

SUMMARY OF FINDINGS OF 1976 SURVEY

A study was conducted in 1976 to determine the status of statewide cooperative manpower planning in special education, at that point-in-time, for the "X" and "Z" Cycle states. The study was primarily concerned with the planning strategies employed and the level of involvement within those states. The findings of that study are summarized as follows:

1. Thirty-eight "X" and "Z" Cycle states were included in the study. Twenty-six of these states reported that they had cooperative manpower planning committees for special education. These committees were primarily described as formalized organizations with little or no decision-making authority, although one-third felt that their committees had components which could serve as a model for other states.

2. In some cases, confusion existed as to the name and functions of a state's committee. Additional effort seemed necessary in order to make professionals more aware of the committees within their own state.

3. Representation on the committees was mainly comprised from the following agencies:

   a. state education agency,
   b. institutions of higher education (colleges and universities)
   c. speech and hearing professionals, and
   d. public schools.

4. Approximately one-half of the committees had one or more of these components:

   a. an overall steering committee,
   b. manpower needs assessment,
   c. registry of all training institutions,
   d. time-lines for completion dates,
   e. registry for personnel serving the handicapped, and
   f. utilization of task forces.

5. The number of committee meetings per year ranged from one to twelve, with the average number of meetings being four to five.

6. Only two states required their members to sign a cooperative agreement. Few states had documents delineating their committees' purpose, goals, objectives, or planned activities.

7. Most of the committees were involved in data collection. This information was most often disseminated through published documents and newsletters.

8. Factors contributing to the success of the committees were listed as:

   a. funding for the committee,
   b. cooperation of all concerned,
   c. support and endorsement of SEA, and
   d. accurate assessment of data.

9. Factors which could impede the success of the committee were:

   a. lack of funds,
   b. limited decision-making authority, and
   c. inaccurate data or lack of data.

10. The factors listed as impeding factors were also included as barriers to the implementation of the DPP/BEH directive, along with the need for more specific guidelines and goals and the need for follow-up and monitoring.

11. Close to 50 percent of the states indicated that the DPP/BEH directive was the major factor influencing the development of manpower planning efforts within their states.

12. Benefits which the state had received from the committee were:

    a. cooperation of agencies involved,
    b. increased information, and
    c. improved personnel preparation programs.

13. Technical assistance, additional funding and information-sharing with other states were given as factors which could improve the effectiveness of each state's manpower planning efforts. [1]

More detailed information on the findings of the first status study on cooperative manpower planning in special education can be found in Schofer, R.C. and McGough, R.L. Statewide Cooperative Manpower Planning in Special Education: A Status Study.

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1. Schofer, R.C. and McGough, R.L. Statewide cooperative manpower planning in special education: A status study. Columbia, Missouri: University of Missouri-Columbia, Department of Special Education, November, 1976.

2. Schofer, R.C. Cooperative manpower planning. Personnel preparation and public law 94-142: The map, the mission and the mandate, (J. Smith, Ed.). Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education, 1977.

3. Siantz, J. and Moore, E. Inservice programming and preservice priorities. Personnel preparation and public law 94-142: The map, the mission and the mandate, (J. Smith, Ed.). Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education, 1977.

4. Schofer, R.C. and McGough, R.L. Manpower planning for special education: Planning model and alternatives. Columbia, Missouri: University of Missouri-Columbia, Department of Special Education, August, 1977.

5. Bureau of Education for the Handicapped/Division of Personnel Preparation. Cooperative planning for personnel preparation, April, 1974.

6. Schofer, R.C. and McGough, R.L. Manpower planning for special education: Planning model and alternatives. Columbia, Missouri: University of Missouri-Columbia, Department of Special Education, August, 1977.

7. Public Law 94-142. Education for All Handicapped Children Act of 1975, Section 613(a)(3), November 29, 1975.

8. Department of Health, Education and Welfare, Office of Education. Education of handicapped children: Implementation of Part B of the Education of the Handicapped Act. Comprehensive system of personnel development. Federal Register, Tuesday, 42(163), August 23, 1977, Part II.

SECTION II

Procedure

PARTICIPANTS IN THE STUDY

The main criteria for selection of participants for this survey were activity in and knowledge of the Cooperative Manpower Planning efforts within their state. Two individuals from each of the 50 states, Washington, D.C., and Puerto Rico and one individual each from Virgin Islands, American Samoa, Guam and the Trust Territories were asked to participate. It was felt that since every Cooperative Manpower Planning in Special Education Committee includes one or more representatives from both the State Education Agency and from colleges and universities, it would be desirable to have input from a representative of each of these agencies. In no way was this meant to suggest that representatives from other fields could not have also provided valuable information.

In the fall of 1977 through January, 1978, the Project on Cooperative Manpower Planning in Special Education, University of Missouri-Columbia, held seven regional workshops on manpower planning. Both SEA and college and university representatives from 48 states, District of Columbia and Puerto Rico attended these workshops. Since the investigators were personally aware of the involvement with manpower planning of these individuals, they were chosen as participants in the survey. In states where representatives had not attended the regional workshop, the state director of Special Education was requested to provide the names of SEA and college and university individuals who were familiar with their state's cooperative manpower planning efforts.

SURVEY DEVELOPMENT

Many of the questions included in the 1976 survey requested information pertinent to this survey and were, therefore, retained for this study. Additional questions were generated from discussions at the Project's regional workshops, consultative visits to various states and personal contact with

individuals. These questions were compiled into a pilot questionnaire which was sent to five SEA and six college and university individuals, one National Association of State Directors of Special Education representative, and one manpower planning specialist (see appendix G). Contact by telephone with these individuals was first made and all individuals agreed to make suggestions for revisions along these dimensions:

1. Is wording of a particular item clear and sufficiently succinct?
2. Should a particular item be deleted?
3. Should an item(s) be added to the questionnaire? (See appendix G)

The comments and suggestions of these individuals were then incorporated, where appropriate, into the final questionnaire.

In final form, the survey was quite lengthy, but this was deemed necessary by the investigators in order to obtain the information that would adequately assess what was occuring at this point-in-time relative to cooperative manpower planning in special education. A letter of explanation (see appendix I) of the purpose and goals of this survey was sent to each participant.

It was hoped that every state would have at least one respondent and that total participation would be close to 100%. This was not achieved on the first mailing; therefore, a second mailing, including a "reminder" cover letter (see appendix J), was sent. Although participation was increased with the follow-up request, personal contact via long-distance telephone calls was necessary to achieve the desired number of returns. Fifty-two respondents were contacted in this manner, some repeatedly. This resulted in returns from 53 of the 56 SEA representatives and 49 of the 52 college and university representatives (see appendix H). No college and university representative was contacted for Guam, Virgin Islands, American Samoa or the Trust Territories.

The responses were recorded on master forms by state and question so that the participants' replies could be compared on each question. Clarification of responses were solicited, again by long-distance telephone contact, on over 62

individual questions. After clarification, each question was analyzed individually and this information became the basis for the descriptions, comments, and comparisons made in the "Findings and Conclusions" section.

LIMITATIONS OF THE STUDY

The study was limited to the population of SEA and college/university participants who responded to the survey. The conclusions and inferences which could be made from the results of the study are limited to the extent that:

1. The survey and method of recording and analyzing the responses were reliable and valid;
2. the participants understood and responded to the questions openly and competently;
3. formation and functioning of the committees are not static; therefore, responses are subject to change;
4. although other agencies, organizations, and/or individuals are involved in manpower planning for special education, only SEA and college/university participation was included;
5. the degree to which the conclusions and inferences can be applied to a state would be dependent on the amount of involvement that that state has had in cooperative manpower planning; and
6. it is to be noted that the information that is included in this document was the information that existed at the time the questionnaires were completed.

SECTION III

Findings and Conclusions

SUMMARY OF FINDINGS

Currently, 42 of the 53-responding states, including Washington, D.C., Guam and Puerto Rico, reported that they had on-going statewide manpower planning committees for special education. While some of these committees are in the formative stage, others have been organized and functioning for a number of years. Three of the committees reported some organizational activities prior to the 1974 BEH directive.

While the committees are mainly formalized organizations, most (65 percent)* were characterized as primarily advisory groups with little or no authority. As a reflection of the committees' general lack of authority, the majority (67 percent) of the states with committees indicated that they had no established procedure for making recommendations.

Representation on the committees varied, although every committee had members from the state education agency and colleges and universities. Committee representation was comprised largely from the following areas:

State Education Agency:	100%
Colleges and Universities:	100%
Public Schools -	
Local Director of Special Education:	57%
School Administrators:	57%
Parents of Handicapped:	57%
Representative of State Advisory Committee on Public Law 94-142:	55%

While some committees had SEA and college/university representation only, other committees' membership was drawn from as many as 12 different groups and agencies.

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* Percentages are based on the number of states with committees (42). To clearly reflect responses of all participants, on some items numbers are reported with an "r". The "r" signifies the number of respondents who replied in that manner.

In most cases, balanced geographic distribution of membership was achieved through the location of the agencies represented. Involvement and interest in handicapping conditions were the most often mentioned criteria for selection of members to the committee. Participation was through appointment by a state official (i.e., state commissioner of education or director of special education), voluntary, or as a function of one's position with his/her respective agency. Twenty-five committees reported that they provided compensation for a member's participation in committee activities, 14 committees did not, and three committees were in the process of determining whether compensation would be made. The compensation in every case was partial or full reimbursement of the representative's expenses. The expenses were usually met through utilization of SEA-administered, BEH grant funds.

Thirty-six of the 42 state committees had determined a chairperson. Sixteen of these chairpersons were State Education Agency representatives and 20 were college/university representatives. Over 57 percent of these chairpersons were selected by committee vote. Other states selected their chairpersons by appointment from the state commissioner of education or state director of special education. Five states (12 percent) with committees had not yet determined the procedure for selection of the committee chairperson.

While responses indicated that the frequency of meetings varied widely among the states, six to twelve meetings per year was typical. The average meetings last from 1/2 day to all day, with some meetings extending for two days.

Over one-third (36 percent) of the committees have formed sub-committees with defined purposes, projects and products. Task forces composed of representatives from within the committee and from outside the committee are utilized by 31 percent of the states having committees. In addition, other

states (13 percent) indicated that, while they have not formed standing subcommittees or task forces, they do utilize them as needed.

When respondents were asked to evaluate the extent to which their committee had input into the design of the Personnel Development Section of their SEA's Annual Program Plan for Public Law 94-142, their responses ranged from perceiving that their committee had had absolutely no input to the committee's having written this section in total. The range of input was:

Considerable Input:	31r	
Moderate Input:	22r	
Little Input:	11r	
No Input:	18r	(Six had no Committee at the time the Annual Program Plan was developed.)

While few of the respondents agreed exactly on their committee's input into the Annual Program Plan, they seemed to be in general agreement (e.g., one might indicate moderate input while the other indicated little input). However, in six of the states, the participants' responses were exactly opposite. The SEA respondent felt the committee had considerable or moderate input, while the college/university respondent perceived the committee as having no input.

In the area of documentation, no committee required the signing of a cooperative agreement within the state committee. Over one-half (54 percent) of the states having active committees reported that they had documents delineating their committees' purposes, goals, objectives, planned activities, time-lines, etc. Less than one-third reported that their committee had a constitution or by-laws governing the committee's operation.

The majority (57 percent) of the committees have a grant or special funding to support a portion or all of their activities. It appears that about 90 percent of these funds are Part D. Of those committees having such funding, all felt that the funding had been critical to the implementation of their committee activities. For 18 of the committees, this funding

supports full and/or part-time staff members. Fourteen (33 percent) of the committees that do not have special funding for their operation and maintenance felt that with special funding more could have been accomplished. Examples given as possible projects and/or activities which could be undertaken with special funding were: newsletters, additional meetings, staff, data collection, and in/pre-service training. Ten of the eighteen committees without funding indicated they would seek such funding in the future.

The following components, documents, and procedures were found to be included most often in the individual committees:

a) Utilization of Task Forces and/or Subcommittees (74 percent)
b) Personnel Needs Assessment (62 percent)
c) Registry of all Training Institutions (57 percent)
d) An Over-all Steering/Planning Committee (55 percent)
e) Involvement in Manpower Planning of Groups Other than DPP/BEH Funded Projects (45 percent)
f) Time-line for Projects (45 percent)

Thirty of the committees are involved in the collection of data from public or private agencies relating to personnel needs in the field of the handicapped. A portion or all of the following types of data are collected:

a) Student enrollment by category statistics,
b) professional personnel supply/demand information,
c) pre- and in-service training program information, and
d) university training program statistics.

Eighteen states (43 percent) reported that they used the questionnaire or survey method to collect their information. Other methods included utilization of existing files, Local Education Agency reports or plans, and informal contact with various agencies. Twenty-four (57 percent) states indicated that the data is collected annually. Periodic and annual reports are used to disseminate the information to committee members, colleges/universities, LEA's, and other involved parties. Eight of the committees distribute information through the utilization of a newsletter.

In response to the request to list four major issues addressed by the committee during 1977-1978, many different topics were reported. The following were most frequently listed:

a) in-service training programs,
b) organization of committee,
c) revision of certification standards,
d) data collection,
e) needs assessment, and
f) input to the Annual Program Plan

When asked to respond to the question regarding their perception of the single most innovative activity that their committees have been involved in since their inception, the following responses were predominant:

a) data collection,
b) preparation for or implementation of in-service training, and
c) revision of certification standards.

The most frequent factors seen as facilitating the potential success of the committee could be summarized under four categories:

1) Funding--It was felt that the availability of funds could contribute to the success of the committee in various ways including: a) providing compensation to participants, b) allowing for expenses of newsletters, and c) providing for paid personnel.

2) Commitment and Involvement--Active participation of committee representatives was frequently stressed as an important factor influencing the success of the committee.

3) Clarification--The structure, role, and purposes of the whole committee, as well as the roles of individual members within the committee, need to be clearly defined.

4) Input--It was felt that a broad base of involvement from various organizations and agencies was necessary for success.

In contrast, impeding factors were the lack of those mentioned above. Lack of time, lack of authority and political rivalry were also frequently mentioned as impeding the efforts of committees. Twelve respondents indicated that their committees have encountered difficulty in obtaining full cooperation from various groups (e.g., colleges and universities, SEA, public schools, etc.).

As a result of the efforts of its committee, eventual change of the SEA

program to more adequately meet the personnel needs of the state was predicted in 24 states. Involvement in in-service training and revision of certification standards were mainly mentioned as the probable areas of change.

Eight committees (19 percent) are involved in a yearly evaluation activity with six (14 percent) of these committees reporting that documentation of the evaluation was available. Of the committees not participating in an evaluation activity, 14 (33 percent) indicated that they anticipated the initiation of such an activity in the future.

When asked to what extent the 1974 DPP/BEH directive on Cooperative Manpower Planning, as contrasted with the Personnel Development Section 613(a)(3) and Section 614(a)(1)(c)(i), Public Law 94-142, was a determinant for developing the committee in their states, the respondents noted:

They were equal factors:	28r
Neither was a factor:	8r
DPP/BEH directive was more of a factor than the Personnel Development Section of Public Law 94-142:	24r
DPP/BEH directive was the sole factor:	8r
The Personnel Development Section of Public Law 94-142 was more of a factor than the DPP/BEH directive:	15r
Personnel Development Section of Public Law 94-142 was the sole factor:	3r

The general reaction to the April, 1974, DPP/BEH directive on Cooperative Manpower Planning, while favorable toward the intent of the directive, was critical of its lack of enforcement procedure (24 percent). The most frequently mentioned suggestions as to how the DPP/BEH directive could be modified in order to make it more effective or practical were:

a) Make funding dependent upon documentation of Cooperative Manpower Planning (24 percent),

b) combine or coordinate with Public Law 94-142 (15 percent), and

c) make provisions so that the committee's authority is better defined (15 percent).

Four states reported that they felt the Personnel Development Section of Public Law 94-142 has superceded the DPP/BEH directive and they were, therefore, attending to Public Law 94-142 rather than to the directive.

When responding to a request for their general reaction to the Personnel Development Section of Public Law 94-142, the majority of the participants' comments were favorable toward the intent of the Law; four respondents noted that the implementation of the total Law is dependent upon the successful implementation of this section.

The most often repeated negative comments from the respondents dealt with the need for clarification of the Law (40 percent) and the criticism of the overemphasis placed on the role of the SEA (25 percent), with a need for clarification of and more emphasis given to the role of the colleges and universities.

The respondents were asked to list what they perceived as the main "roadblocks" to fulfilling the intent of both the DPP/BEH directive and the Personnel Development Section of Public Law 94-142. Only two participants indicated that they perceived no roadblocks. There were apparent recurring responses which could be placed in the following categories:

1) Cooperation--The inability of various vested interest groups to work together successfully was perceived as a roadblock. A concern that the more powerful groups would attempt to dominate the others, dissension--often the result of competition between college campuses--, and the problem of politics as a "protection of turf" reaction were all cited as contributing to the problem.

2) Money--Many of the roadblocks were described as due to the expense of providing the service. Specifically mentioned were the cost of delivery of in-service training, hiring of staff, and travel expenses.

3) Clarity--Lack of clear, consistent direction from BEH was listed as a major roadblock. A need to clarify the roles of the SEA, LEA, and colleges/universities was also stressed.

4) Authority/Enforcement--This concern centered on the fact that the committee has no authority to enforce its recommendations.

Other roadblocks cited concerned implementation, problems of time, geographic accessibility within some states, and placement of priority on other sections of Public Law 94-142.

Asked if there were any benefits received from the committee by the state, the following comments were predominant:

a) Intra-agency communication and cooperation,
b) input into the Annual Program Plan,
c) data collection, and
d) intrinsic growth ("enthusiasm," "interest," "involvement," "awareness").

Six respondents felt that no benefits had been achieved as a result of their committee efforts and 11 respondents felt that the committee was at a too-early developmental state to evaluate its effect.

Nineteen respondents representing 14 states suggested that their committee could be used by other states, in part or entirely, as a model for cooperative manpower planning.

Finally, the respondents made the following suggestions for the types of services or assistance that DPP/BEH or other agencies could provide to their committee in order to facilitate its efforts:

a) Funding (23 percent),
b) consultants--"on-site visitation," "field people to help implement," "outside consultants to help form committee" (15 percent),
c) workshops for the purpose of: "technical assistance," "information-sharing," "explanation," "planning," "up-dating," "how-to workshops" (10 percent), and
d) clarification of roles and requirements (10 percent).

CONCLUSIONS

Although two years have passed since the first survey, many of the findings of this survey were very similar to those resulting from the 1976 survey. Therefore, the conclusions and recommendations presented in the Statewide Cooperative Manpower Planning in Special Education: A Status Study (Schofer and McGough, 1976) are repeated below with an explanation of how the current findings compare to the earlier ones:

CONCLUSION 1976	CURRENT 1978
CONCLUSION 1: MANY OF THE NATION'S INSTITUTIONS AND SEA DO NOT UNDERSTAND AND/OR FULLY APPRECIATE THE INTENT AND CONTENT OF THE DPP/BEH DIRECTIVE.	*RESPONSES INDICATED THAT THE RELATIONSHIP BETWEEN THE PERSONNEL DEVELOPMENT SECTION OF PUBLIC LAW 94-142 AND THE BEH DIRECTIVE ON COOPERATIVE MANPOWER PLANNING IS NOT CLEAR. SOME STATES STILL INDICATE LITTLE KNOWLEDGE AND/OR ATTENTION TO THE BEH DIRECTIVE WHILE ATTEMPTING TO ADHERE TO THE REQUIREMENTS OF PUBLIC LAW 94-142.*
CONCLUSION 2: THE FINDINGS INDICATE THAT THE EVALUATION CRITERIA AND PROCESSES OF THE COMMITTEE ARE GENERALLY WEAK, INCONSISTENT, AND, FOR THE MOST PART, FORMATIVE IN NATURE. IT SEEMS IMPORTANT, DUE TO THE DEVELOPMENTAL NATURE OF MANPOWER PLANNING, THAT CONSISTENT, NATION-WIDE EVALUATIVE CRITERIA BE ESTABLISHED. ONLY THEN	*FEW COMMITTEES (19 percent) HAD ANNUAL EVALUATIVE PROCEDURES, ALTHOUGH 14 STATES INDICATED THAT THEY ANTICIPATED INITIATING THEM. THEREFORE, THE CONCLUSIONS MADE PREVIOUSLY CONTINUE.*

CAN DATA GENERATED BY THE VARIOUS COMMITTEES BE ASSIMILATED INTO A NATIONAL VIEW OF COOPERATIVE MANPOWER PLANNING FOR SPECIAL EDUCATION.	
CONCLUSION 3: THE LACK OF FINANCIAL SUPPORT FOR THE MANPOWER COMMITTEES IS A SIGNIFICANT POTENTIAL BARRIER TO THE APPROPRIATE IMPLEMENTATION ON THE DPP/BEH DIRECTIVE.	*THOSE COMMITTEES WITH SPECIAL FUNDING INDICATED THAT THEY FELT SUCH FUNDS WERE CRITICAL TO THE IMPLEMENTATION OF THEIR ACTIVITIES. THOSE COMMITTEES WITHOUT FUNDING INDICATED VARIOUS ACTIVITIES/ PROJECTS/PRODUCTS WHICH FUNDS WOULD HAVE PERMITTED. FUNDING DOES APPEAR TO FACILITATE COMMITTEE ACTIVITIES.*
CONCLUSION 4: SEVERAL OF THE STATES PERCEIVE A LACK, OR POSSIBLE LACK, OF SUPPORT FROM DPP/BEH RELATING TO A COMMITTEE'S RECOMMENDATION ON THE MERITS OF SPECIFIC INSTITUTIONAL (OR SEA) TRAINING PROPOSALS.	*SUGGESTIONS WERE MADE THAT FUNDING SHOULD BE BASED ON THE MERITS OF THE PROGRESS MADE IN MEETING THE REQUIREMENTS OF THE BEH/DPP DIRECTIVE AND/OR THE PERSONNEL DEVELOPMENT SECTION OF PUBLIC LAW 94-142.*
CONCLUSION 5: MANY OF THE STATE COMMITTEES HAVE A REAL NEED FOR NATIONAL TREND DATA AS THEY RELATE TO MANPOWER PLANNING FOR SPECIAL EDUCATION.	*COMMENTS FROM THE PARTICIPANTS INDICATE RECOGNITION THAT THERE IS A DESIRE FOR INFORMATION SHARING AMONG THE STATES AND A NEED FOR NATIONAL TREND DATA.*

CONCLUSION 6: MANY OF THE STATE-WIDE SPECIAL EDUCATION MANPOWER PLANNING COMMITTEES LACK EFFECTIVE GROUP PROCESSING SKILLS.	*WITHOUT QUESTION, MOST COMMITTEES CONTINUE TO HAVE A NEED FOR MORE TRAINING IN GROUP PROCESSING SKILLS; E.G., GOAL-SETTING, CONFLICT RESOLUTION, PARTICIPATORY PLANNING TECHNIQUES, BRAINSTORMING, GROUP PROCESS AND CONTROL, TIME-MANAGEMENT, COMMITTEE ORGANIZATION AND DEVELOPMENT, AND WORKSHOP DEVELOPMENT TECHNIQUES.*
CONCLUSION 7: MOST OF THE STATES WITH ONGOING MANPOWER PLANNING EFFORTS ARE HAVING ADMINISTRATIVE PROBLEMS DUE TO THE LACK OF FUNDS TO ADEQUATELY SUPPORT THE NEEDS AND FUNCTIONS OF THE COMMITTEE.	*RESULTS OF THIS SURVEY CONTINUE TO REFLECT THIS CONCLUSION, EVEN THOUGH AN INCREASING NUMBER OF STATE COMMITTEES ARE NOW UTILIZING PART D TRAINING MONIES FOR THEIR DEVELOPMENT AND MAINTENANCE.*
CONCLUSION 8: THERE ARE SEVERAL STATE COMMITTEES WHICH HAVE UNIQUE OR EFFECTIVE COMPONENTS WHICH COULD POSSIBLY BE MODELED BY COMMITTEES OF OTHER STATES.	*IT WAS FOUND THAT MANY OF THE STATES SHARE PROBLEMS AND CONCERNS OF A SIMILAR NATURE. INTERCHANGE OF EXPERIENCES, PROCEDURES, METHODS, SOLUTIONS, ETC. CAN BE PRODUCTIVE. (IN FACT, 14 STATES INDICATED THAT THEIR COMMITTEE COULD BE USED IN PART, OR IN WHOLE, AS A MODEL FOR COOPERATIVE MANPOWER PLANNING.*
CONCLUSION 9: MANY SEA PERCEIVE THE DPP/BEH DIRECTIVE TO BE A LOCAL FUNDING CONTROL MECHANISM (I.E., THE SEA HAVE "SIGN-OFF" AUTHORITY ON	*THIS CONCLUSION DOES NOT <u>CURRENTLY</u> APPEAR TO BE VALID IN THE VAST MAJORITY OF STATES. HOWEVER, AN INCREASING NUMBER OF STATE COMMITTEES ARE EXPLORING*

INSTITUTIONAL GRANT REQUESTS), WHILE INSTITUTIONS GENERALLY PERCEIVE THE INTENT OF THE DIRECTIVE TO BE PRIMARILY FOCUSED UPON THE MANAGEMENT OF MANPOWER SUPPLY AND DEMAND.	*POSSIBLE APPROACHES TO REVIEWING PART D PROPOSALS IN RELATION TO STATE NEEDS AND RESOURCES.*
CONCLUSION 10: FEW COMMITTEES UTILIZE AN EXTERNAL EVALUATION METHODOLOGY.	*ONLY ABOUT 20 PERCENT OF THE COMMITTEES HAVE AN EVALUATION ACTIVITY WHILE ANOTHER 30 PERCENT OF THE COMMITTEES PLAN ON ADOPTING ONE IN THE FUTURE.*
CONCLUSION 11: MANY STATES ARE UNCERTAIN AS TO WHO OR WHAT FIELDS SHOULD BE REPRESENTED ON THEIR RESPECTIVE MANPOWER PLANNING COMMITTEES.	*ALTHOUGH EVERY STATE DIFFERED IN THEIR COMMITTEE'S MEMBERSHIP, SEA AND COLLEGE/UNIVERSITY REPRESENTATION WAS UNIVERSAL. MANY OF THE STATES APPEARED TO BASE MEMBERSHIP ON THE NEEDS AND CIRCUMSTANCES OF THE STATE.*

In addition to the conclusions from the 1976 survey, the findings of the 1978 survey resulted in the following additional conclusions:

CONCLUSION 1: THE FINDINGS INDICATED THAT NEARLY ONE-HALF OF THE EXISTING COMMITTEES HAVE NO DOCUMENT DELINEATING THEIR COMMITTEES' PURPOSES, GOALS, OBJECTIVES, PLANNED ACTIVITIES, TIME-LINES, ETC. IT SEEMS IMPORTANT FOR THE EFFICIENT WORKING OF THE COMMITTEE THAT THESE ASPECTS BE STATED.

CONCLUSION 2: AN INCREASING NUMBER OF STATES ARE RECOGNIZING THE SIMILIARITY OF PURPOSES BETWEEN COMPREHENSIVE MANPOWER PLANNING (REH "DIRECTIVE") AND THE "ESTABLISHMENT OF A COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT" (PUBLIC LAW 94-142). AS A RESULT, THE VAST MAJORITY OF THE STATES ARE MOVING TOWARD ONE

PERSONNEL DEVELOPMENT COMMITTEE TO ADDRESS THE CRITICAL TRAINING ISSUES.

CONCLUSION 3: BECAUSE OF THE REQUIREMENTS OF PUBLIC LAW 94-142, IT IS APPARENT THAT THE CENTRAL LEADERSHIP RELATIVE TO COMPREHENSIVE PERSONNEL PLANNING IS BEING INCREASINGLY ASSUMED BY STATE EDUCATION AGENCIES.

APPENDIX B

Letters From:

Ms. Jerrie Ueberle	Arizona State Department of Education
Dr. George E. Marsh	University of Arkansas, Fayetteville, Arkansas
Mr. Karl E. Murray	California State Department of Education
Dr. Dale Lawver	Ball State University, Muncie, Indiana
Dr. Leonard W. Hall	Missouri State Department of Elementary and Secondary Education
Dr. William V. Schipper	National Association of State Directors of Special Education
Mr. Joseph T. Gilmore	New York State Education Department
Mr. Theodore R. Drain	North Carolina State Department of Public Instruction
Ms. Mary Ann Evan	Oregon State Department of Education
Dr. Richard L. Shick	Mansfield State College, Mansfield, Pennsylvania
Ms. Mary Pasciucco	Rhode Island State Department of Education
Mr. E. Hayes Prothro	Texas Education Agency
Mr. Lamar Gordon, Jr.	Wyoming State Department of Education

CAROLYN WARNER
SUPERINTENDENT

Arizona
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1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-4361

October 13, 1978

Dr. Richard Schofer, Director
Cooperative Manpower Planning
Department of Special Education
University of Missouri
515 S. 6th Street
Columbia, MO 65211

Dear Dick:

This letter is to acknowledge the importance of the Comprehensive Manpower Planning efforts available to states under your Title VI-D Grant.

It is critical that personnel training agencies/facilities become aligned to address the important issue of qualified personnel to serve handicapped children. Efforts directed in piecemeal fashion lacking overall intent and direction will merely perpetuate the existing level of personnel performance. Public Law 94-142 requires much more...it directs its purpose to excellence in education for the handicapped. This can be achieved through increased commitment to training needs, delivery and participation.

I fully support the work accomplished by the Project during its existence. It must be recognized that the initial groundwork that has been laid represents the potential for change. It must be pursued with added energy and conviction to move the administrators who have been involved over the barriers that have kept them from making program and service delivery changes in the past.

As a result of the project many, many people now know what, by law, is being asked. The next phase of the Comprehensive Manpower Project is to move those people toward action.

I totally support the Project and Project staff and look forward to their future involvement and support toward having it happen in Arizona.

Sincerely,

Jerrie Ueberle
Education Program Specialist
Division of Special Education

JU/lr

TEACHER EDUCATION
300 Graduate Education Building
Fayetteville, Arkansas 72701
(501) 575-4209

UNIVERSITY OF ARKANSAS · College of Education

October 17, 1978

Richard Schofer, Director
Project on Cooperative Manpower Planning
University of Missouri
Department of Special Education
515 South Sixth Street
Columbia, MO 65211

Dear Dick:

I heartily endorse your effort to secure the extension of your project in Cooperative Manpower Planning for another cycle. As you know, in working closely with me and people in the state of Arkansas, we have had considerable assistance from you and your project staff in isolating areas of concern and defining problems in cooperative manpower planning. The impact of your project on the state has been important. However, we need further research and guidance in an effort to effectively develop cooperative manpower plans. Through the efforts of your staff, we have had a good start but much remains to be accomplished.

Therefore, I hope that we may be of assistance to you by supporting you in your effort to secure another grant. We still see the proliferation of one-man training programs, of new undergraduate training programs, and we are extremely concerned about the confusion in the area of in-service education. Some very practical plans need to be developed to serve the state and regions as well as the needs that would be obvious in the nation as a whole.

For these and other reasons, we are extremely supportive of your effort.

Sincerely,

George E. Marsh II, Ed.D.
Coordinator, Special Education
University of Arkansas
157 Graduate Education Building
Fayetteville, AR 72701

mjs

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WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

October 12, 1978

Richard Schofer, Chairman
Department of Special Education
University of Missouri-Columbia
College of Education
515 So. Sixth Street
Columbia, Missouri 65201

Dear Reader:

During the past two years I have had the opportunity to have Dr. Schofer and members of his staff work with California's Personnel Development Committee on several occasions.

His project was extremely helpful in guiding us in the creation of the California Personnel Development Unit, which because of his assistance, is functioning very well. The techniques and organizational skills that Dr. Schofer and his staff brought to us has been invaluable.

I feel the work of this project has just begun. Not only are some states having a great deal of difficulty getting their committees together, some are having trouble keeping them together.

I believe there is still a great deal to be done in technical assistance to the states. I strongly urge continued funding for this project.

Sincerely,

Karl E. Murray

Karl E. Murray, Coordinator
Personnel Development Unit
Office of Special Education
(916) 322-4695

KEM:sb

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

TEACHERS COLLEGE
Department of Special Education

October 10, 1978

Dr. Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Columbia, MO 65201

Dear Dr. Schofer:

I would like to take this opportunity to express my appreciation to you and your staff for assisting our sub-committees in the orientation, planning, and development phases of Indiana's Personnel Preparation and Planning Committee. The regional conferences, on-site work sessions, and "how-to" manuals provided us with the necessary focus to complete many of the objectives critical to the success of our comprehensive personnel preparation and planning system.

Now that the impact of P.L. 94-142 is being felt at every intervention level, I sincerely hope your project will continue to provide our statewide personnel planning system the consultation services and technical assistance support we desperately need in moving from planning and coordination to implementation of an effective personnel planning system. It is important to our success that you continue to critique our efforts, disseminate state-by-state accomplishments, and coordinate regional personnel planning workshops on those problem areas of personnel planning still unresolved.

Sincerely,

Dale Lawver, Chairman
IN Personnel Planning Committee

DL:lm

Enclosure

LEONARD W. HALL
Assistant Commissioner

DIVISION OF
SPECIAL EDUCATION

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STATE OF MISSOURI
Jefferson City

October 17, 1978

Dr. Richard Schofer, Chairman
Department of Special Education
University of Missouri-Columbia
515 South Sixth Street
Columbia, Missouri 65211

Dear Dr. Schofer:

I am pleased to learn that you are submitting a Continuation Proposal to BEH for the Cooperative Manpower Planning Project which has been administered under your direction.

As a representative of a state that receives the benefit of the technical assistance from this Project, I am able to relate my conviction that the Personnel Preparation and Inservice activities underway in Missouri are the direct result of the information and assistance received from the Cooperative Manpower Planning Project. As a result of my involvement with the Project, not only has the administration of our Part D program improved but it has also complemented the priorities established through our response to PL 94-142.

In my view, continuation of the Cooperative Manpower Planning Project will serve an effective service to the states as they respond under PL 94-142 to the requirement for a comprehensive system of Personnel Preparation and Inservice. I know of no other service available in the nation and none which has offered the direct and timely assistance which your project has been able to serve.

Best wishes for continued funding.

Sincerely,

Leonard W. Hall

Leonard W. Hall
Assistant Commissioner

oe

National Association of State Directors of Special Education, Inc.
1201 16th St., N.W., Suite 610E, Washington, D.C. 20036 202/833-4193 202/833-4218

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State Department of Education
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State Department of Education
Tallahassee, Florida

October 13, 1978

Dr. Richard Schofer
Director, Project on Cooperative Manpower Planning in Special Ed.
Department of Special Education
515 S. 6th St.
University of Missouri
Columbia, MO 65201

Dear Dr. Schofer:

We, at NASDSE, are pleased to learn that you are applying to BEH, Division of Personnel Preparation to continue activities in providing assistance to states in cooperative manpower planning in special education. Please be assured that your project will continue to have the full support and cooperation of the National Office staff.

We are expecially pleased to know that the project's scope is expanding to include aspects of the personnel development section of P.L. 94-142. This is a vital area for states which are in need of national technical assistance.

We recognize the significant impact your project has had in the past two years and we hope that BEH/DPP will recognize the continued need for this type of activity. We are also appreciative of your personal involvement in NASDSE training activities in recent years which have related to your project. We hope this will continue in the future.

Sincerely,

William V. Schipper

William V. Schipper
Associate Director

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

ASSISTANT COMMISSIONER FOR
EDUCATION OF CHILDREN
WITH HANDICAPPING CONDITIONS

DIVISION OF DEVELOPMENT SUPPORT SERVICES
EDUCATION OF HANDICAPPED CHILDREN

October 11, 1978

Dr. Richard C. Schofer, Chairman
Department of Special Education
University of Missouri - Columbia
515 South 6th Street
Columbia, MO 65201

Dear Dick:

I am pleased to write this letter of warm and positive support for your proposal to continue the work of your project on Cooperative Manpower Planning. There is no doubt but that the efforts of the New York State Education Department have been significantly aided by the technical assistance, the documents, the regional workshops, the symposia which your project has furnished us over these past three years.

I am gratified to say that from the time of your first meeting with the Assistant Commissioner in the Office for Education of Children with Handicapping Conditions until the present, I personally have had the professional stimulation of being involved with your project and can indicate enthusiastically that our understanding of the intent of the Regulations for P.L. 94-142 on the Comprehensive System of Personnel Development has been enhanced. In addition to that deeper understanding on a theoretical level, more importantly we received practical help in exploring a variety of alternative patterns which we could tailor to our own individual needs.

I have always found project staff to be sensitive to the individual differences of states, very practical in approach and very generous in sharing appropriate materials, resources both of a formal and informal nature. As I have indicated in other contexts, I feel there has been significant value to the states in your facilitating, helping relationship role as a resource familiar with the current programmatic thrusts and priorities of the Bureau of Education for the Handicapped, but organizationally distinct from them.

The regional workshops, symposia and particularly the technical assistance documents provided a rich resource of ideas giving the "state of the art" and served as a fine clearinghouse of ideas. This is not

only my own personal opinion but it is shared by the members of our Steering Committee and CSPD Advisory Board members who have received copies of many of your project produced materials.

The Comprehensive System of Personnel Development section of the Regulations for the implementation of P.L. 94-142 is, in my view, absolutely crucial to the success of the Act's intent for a free, appropriate public education for every handicapped child. I know I speak for our State Education Department personnel, for our Advisory Board and Steering Committee members in saying that we look forward to three more years of help for our efforts from the Manpower Planning project, and we hope your proposal will meet with continued support.

Sincerely,

Joseph T. Gilmore, Coordinator
Comprehensive Personnel
Development Project

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

October 10, 1978

Dr. Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri
Columbia, MO 65201

Dear Dr. Schofer:

It is a pleasure to lend support to the new grant proposal for Cooperative Manpower Planning being submitted by the Department of Special Education, University of Missouri-Columbia. The technical assistance provided by this project is responsible, in part, for the successful implementation of Comprehensive Systems for Personnel Development in most states. Continuation of the quality technical assistance is especially important now that most states have an organizational framework established and need resource assistance to assure statewide annual plans are serving as useful working documents.

North Carolina has received technical assistance and has used the publications available through the Cooperative Manpower Planning project. These services were most useful for us in designing our system for personnel development.

We, in the Division for Exceptional Children, look forward to receiving further technical assistance under your new proposal as we continue to seek means of improving North Carolina's Comprehensive System for Personnel Development. I hope you will continue to keep us involved and informed.

Sincerely,

Theodore R. Drain, Director
Division for Exceptional Children

TRD/FJB/mm

cc: Lowell Harris
Fred Baars

VERNE A DUNCAN
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

STATE OF OREGON
DEPARTMENT OF EDUCATION
942 LANCASTER DRIVE NE
SALEM, OREGON 97310
AREA CODE 503
378-3569

October 10, 1978

Richard Schofer
Department of Special Education
College of Education
University of Missouri-Columbia
Columbia, Missouri 65201

Dear Dick:

I'm delighted to have this opportunity to thank you for all of the help you and the Cooperative Manpower Planning Project have given us in Oregon.

As you know, when I took this job last fall I was new to the field. Your regional workshop in October provided the background information I had to have as well as a step-by-step procedure for getting started on our planning. Another important result of that workshop was that it gave me the chance to get to know my counterparts in neighboring states. The contacts I made then have been very helpful during the past year.

Oregon's Cooperative Personnel Planning Council was established in March of 1978. The Council used the Manpower Planning Project's publications extensively, and found the Planning Model and Alternatives particularly useful.

I think that one of the aspects of your project that is most significant is your willingness to use your project resources to give help to the states when they need it and in the form that would be most useful to them. Your swift response to letters and phone calls, and the quality of the help you offer, insure that the Manpower Project will be one of the first places we turn for help. Your meeting with the Cooperative Personnel Planning Council was informative and practical. The Council has made tremendous strides in the last few months, and I am convinced that your project has been an important factor in the Council's progress.

You and the Project can be sure of my support as well as my gratitude.

Sincerely,

Mary Ann Evan
Specialist
Personnel Development
378-8460

MAE:bh

MANSFIELD STATE COLLEGE / Mansfield, Pennsylvania 16933

October 13, 1978

Dr. Richard C. Schofer, Director
Project on Cooperative Manpower Planning
Department of Special Education
515 South Sixth Street
Columbia, Missouri 65211

Dear Dr. Schofer:

This is a letter of endorsement in support of continuation of your grant project on Cooperative Manpower Planning.

Specifically, the Cooperative Manpower Planning Project has demonstrated these benefits:

1. With teacher demand/supply trends in Special Education and PL 94-142 training requirements, in Pennsylvania our Colleges and Pa. CEC/TED have looked to your project, publications, workshops, and consultant service to plot out approaches to local and State-wide manpower planning. The publications and workshops have been quite helpful in gaining ideas for cooperative committees in manpower planning, determining reasonable functions of such committees, collecting data for planning cooperative efforts and assessing professional personnel needs, and a whole host of related factors important to manpower planning. Although we have a ways to go yet in Pennsylvania, we have made some important first steps for cooperative manpower planning in Special Education. Your project has been a big help in this regard. Incidentally, I have attached a copy of our State CEC/TED agenda for October 14, 1978 in Philadelphia which involves application and sharing of many of your project ideas.

2. Your project, too, has had a very positive impact across state lines and the nation in terms of Special Education training programs and manpower planning. The publications, Newsletter, and research data and bibliographies have provided a rich resource to which state agencies and Colleges/Universities may go instead of starting from "scratch." The apparent close liaison of your work with USOE/BEH has also helped improve communication and determine priorities in personnel preparation and planning for Special Education nation-wide

3. Lastly, it would be our hope that your project and leadership efforts in Cooperative Manpower Planning could be continued for all of the reasons noted above. In addition, I think state agencies and colleges/universities are now generally at the critical step for translating models and planning concepts to effective action in state, regional, and national manpower planning for Special Education. The experiences of the C.M.P. Project and its leadership will probably be needed even more so in the next few years.

Thank you for the opportunity to participate up to this point and we wish you well in your future project plans and efforts.

Sincerely,

Richard L. Shick

Dr. Richard L. Shick
Professor Special Education and
President, Teacher Education Division, Pa. CEC

RLS:cln

Enclosure

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
199 Promenade Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

235 Promenade Street
Providence, RI 02908
October 18, 1978

Dr. Richard Schofer
Department of Special Education
University of Missouri
515 South Sixth Street
Columbia, MO 65211

Dear Dick:

I am writing in support of your project on Cooperative Manpower Planning in Special Education. The information produced by your project has assisted the State of Rhode Island in establishing its Comprehensive System of Personnel Development. The products of your grant provided valuable information on how to establish and implement the system.

Additional technical assistance is needed by Rhode Island as the system continues to be refined. I would support your request to B.E.H. for continued support of this worthwhile activity.

Sincerely,

Mary Pasciucco
Consultant, Staff Development

MCP:ng

Texas Education Agency

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

October 18, 1978

Dr. Richard Schofer
Project on Cooperative Manpower Planning
in Special Education
University of Missouri--Columbia
515 South Sixth Street
Columbia, Missouri 65201

Dear Dr. Schofer:

SUBJECT: Project on Cooperative Manpower Planning in Special Education, University of Missouri

The University of Missouri based project has greatly assisted this agency and the Council for Personnel Preparation for the Handicapped (CPPH) in the development of our statewide cooperative manpower planning effort. The products and technical assistance provided by you and your staff have been invaluable in our attempt to implement the original BEH/DPP manpower planning directive (April 1974) and, now, the Comprehensive System of Personnel Development (CSPD) section of Public Law 94-142.

We strongly support the continuation of the project. We feel it is essential to effective development of participatory planning and other key components of our states CSPD. It is our hope that the project will continue to provide us with technical assistance and resources that will assist us in meeting our responsibilities as state level administrators and members of CPPH.

Sincerely,

E. Hayes Prothro

E. Hayes Prothro, Chief Consultant
Handicapped Training
Special Education Developmental Services
and
Chairperson, Council for Personnel
Preparation for the Handicapped

EHP:dlw

"An Equal Opportunity Employer"

THE STATE OF WYOMING
DEPARTMENT OF EDUCATION
HATHAWAY BUILDING
CHEYENNE, WYOMING 82002

ROBERT G. SCHRADER
STATE SUPERINTENDENT

October 12, 1978

Dr. Richard Schofer, Director
Project on Cooperative Manpower Planning
in Special Education
Department of Special Education
University of Missouri
515 South Sixth Street
Columbia, MO 65211

Dear Dick:

I am writing this letter in appreciation of the services which we have received from your project and to encourage its continued funding. The Wyoming Comprehensive System of Personnel Development, which was originally created as the state manpower planning effort in special education, received its initial impetus from the CMP Project. From that modest but significant effort has developed one of the most important, best organized and most successful efforts -- the Comprehensive System of Personnel Development -- that we have been involved in in many years.

Your onsite consultation, publications and inservice workshops have been helpful and we hope these efforts will be continued and expanded.

As you know our system involves two major standing committees (manpower and personnel preparation) which, when convened as a whole, make up the Wyoming Comprehensive Council on Personnel Development. The Council is very influential and directly advises the State Superintendent of Public Instruction. The comprehensive system is in a continuing state of improvement. We shall need continued technical assistance from the project, especially in the manpower planning area where some complex problems are emerging.

Be assured of our continued support and appreciation of the project and your fine efforts.

Cordially,

Lamar Gordon, Jr.
Coordinator, State Programs
for Exceptional Children

LG:mhg

Enclosures

APPENDIX C

STATEWIDE COOPERATIVE MANPOWER PLANNING IN SPECIAL EDUCATION: A STATUS STUDY

Investigators:

RICHARD C. SCHOFER

ROBERT L. MCGOUGH

November, 1976
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

PREFACE

This publication is the third report produced by the Project on Cooperative Manpower Planning in Special Education at the University of Missouri-Columbia. Previous Project documents were: (1) "Proceedings of the First Missouri Symposium on Cooperative Manpower Planning in Special Education," and (2) "Cooperative Manpower Planning: Annotated Bibliography." This third report documents the results of a nationwide investigation into the current progress and direction of manpower planning efforts in special education. The need for a study of this nature became apparent to the investigators during the initial preparation stages of Project development. Clearly, a critical activity that is needed subsequent to effective manpower planning is the determination of the state-of-the-art itself. In relation to this, the investigators examined how, and to what extent, the various States were responding to the "BEH Directive" for manpower planning in special education ("Cooperative Planning for Personnel Preparation, April, 1974").

The findings and recommendations that are reported in this study are based upon the responses to the investigator's questionnaires. It is to be noted, however, that the State Summary Sheets that are included in Appendix A are not, in all instances, complete. This is due primarily to either no information or incomplete information being provided by the respondents. It is hoped, however,

that the readers will find much of this information to be helpful and illuminating relative to cooperative manpower planning in special education.

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

Robert L. McGough, Research Associate
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

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PARTICIPANTS IN THE STUDY

In establishing the criteria for participant selection, several factors were considered. First, the implementation of cooperative manpower planning for special education in the "Y" Cycle States (see Appendix C) was expected to be both inconsistent and limited due to the very early stages of development existent in that group's plans. Because of the BEH cycling concept in grant application submission, the "X" and "Z" Cycle States have had a more immediate need to comply with the directive. A second factor considered was the need to include State Education Agencies (SEA) in the selection of participants due to their involvement in the submission of the State DPP/BEH, Part D grant applications, and necessarily, cooperative manpower planning.

As a result of the above considerations, the following types of organizations were identified as potential participants for the study:

1. All special education administrative components of the cycle "X" and "Z" State Education Agencies.
2. All colleges and universities from "X" and "Z" Cycle States receiving "Program Assistance Grants" from DPP/BEH.

A list was obtained from DPP/BEH on all current (1975-76) grant recipients. The potential participant list was compiled utilizing the above criteria.

SURVEY DEVELOPMENT

The investigators sought input relative to designing the questionnaire from a variety of sources. DPP/BEH, state education agencies, institutions of higher education, and informed individuals were asked to react to sample draft instruments. These reactions

were considered and a final draft instrument was designed.

The draft instrument was subjected to a pilot study in seven states. The investigators visited each pilot study and provided personnel from SEA and institutions of higher education an opportunity to react to the questionnaire. Since three of the visited states had DPP/BEH federally-funded projects relating to manpower planning in special education, the investigators were able to compare the various responses with established project models. Through this informal item analysis, the validity of the instrument was improved.

As a result of the feedback received, a decision was made to develop two separate instruments, the "Institutional Questionnaire" and the "State Education Agency Questionnaire." Much of the data requested was easily obtained from the SEA and served no purpose by being included in the institutional questionnaire. By developing two instruments it was possible to reduce the number of response items in the institutional instrument. Effort was made to keep the instruments as short and simple as possible in order to improve the rate of return. After a final review and modification, the two instruments were printed in a type-set format for reading ease (see Appendices E and F).

NARRATIVE REGARDING CONDUCT OF STUDY

The "Institutional Questionnaires" were mailed to each college and university program in the "X" and "Z" Cycle States (see Appendix C) that had received DPP/BEH funding for personnel preparation. The "State Education Agency Questionnaires" were mailed to each participating state by the National Association of State Directors of Special Education (NASDSE). Each participant received a letter describing the intent of the study and requesting participation

(see Appendix G), along with the previously specified instrument. A goal of 60 percent return was set. This goal was not achieved in response to the first mailing, therefore, a second mailing was initiated. Again, a cover letter was included requesting participation (see Appendix H). The follow-up effort resulted in a return of 64 percent.

Upon return of the questionnaires, each response was statistically combined into a "State-wide Special Education Cooperative Manpower Planning Summary Sheet" for each participating state. These documents became the basis upon which the descriptions, conclusions, analyses, and recommendations were made.

After preliminary findings were obtained, a symposium was hosted by the Department of Special Education, University of Missouri-Columbia, where selected individuals involved in the area of manpower planning for special education met, exchanged information relating to their own manpower planning efforts, and gave the investigators feedback regarding the preliminary findings and documentation (see Appendices I and J).

It is to be noted that the documentation of the study was designed as an integral and ongoing component of the Project on Cooperative Manpower Planning in Special Education, located at the University of Missouri-Columbia. As phases of the documentation were completed in draft form, selected symposium participants were requested to give input. Their recommendations were considered, and subsequent modifications were made prior to final printing and dissemination.

LIMITATIONS OF STUDY

The study was limited to the selected sample of institutional and SEA representatives from "X" and "Z" Cycle States who responded to the survey. The conclusions and implications which can be drawn from the findings of this study will be limited to the extent that:

1. The data collecting instruments were reliable and valid;
2. The subjects involved in the study understood the procedures and responded frankly to the data-collecting instruments;
3. The study focused upon manpower planning for special education;
4. The geographic area includes only "X" and "Z" Cycle States as specified by Appendix C.

STATISTICAL SHEET--QUESTIONNAIRE RETURNS

Type of Questionnaire	Number Mailed	Number Returned	Percent Returned
Institutional Questionnaire	286	180	62.9
State Education Agency Questionnaire	38	28	73.7

SECTION III

FINDINGS AND RECOMMENDATIONS

SUMMARY OF FINDINGS

Of the 38 "X" and "Z" Cycle States surveyed, 26 states (68%) reported that they currently had ongoing state-wide cooperative manpower planning committees for special education.

These active committees are primarily formalized organizations with little or no decision-making authority. Twenty-two states (58%) reported that their committees had specified names, and 17 states (47%) listed one or more chairpersons or other contact persons for their committees.

It was found that the following committee representation comprised the majority of the active committees:

a. state education agency (66%)
b. institutions with BEH funding (66%)
c. other colleges and universities (63%)
d. speech and hearing professionals (53%)
e. public schools (42%)

Although the state responses indicated that there was wide diversity among the states relating to the number of meetings per year, the predominant response indicated that most of the active committees met from two to six times per year (63%).

It was found that the following components were most commonly included in the individual committees:

a. an overall steering committee (53%)
b. manpower needs assessment (53%)
c. registry of all training institutions (51%)
d. time-lines for completion dates (49%)

e. registry for personnel serving the handicapped (46%)

f. utilization of task forces (45%)

g. assessing of personnel needs in institutions (38%)

In the area of documentation, only two committees (5%) required the signing of a cooperative agreement by the members. Three states (8%) indicated that their committee had position statements regarding affirmative action; and fourteen states (37%) reported that their committees had documents currently available that delineate their committee's purpose, goals, objectives, planned activities, timelines, etc.

Most of the active committees collect a portion or all of the following types of data:

a. teacher employment statistics

b. student enrollment statistics

c. university program descriptions

d. teacher training program graduate statistics

Seven states (18%) reported that they utilize the survey method, both manual and computerized tabulation, to collect their data. Four states (10%) reported the use of state special education reporting forms; six states (16%) reported the use of SEA Management Information Systems Data in the decision-making.

The information is primarily disseminated by the use of newsletters (13%), published documents (42%), and committee minutes (5%).

In the area of funding, thirteen states (34%) indicated that their committees received some type of federal support (DPP/BEH). Three states, or eight percent, reported that state funding was

available. Two states (5%) utilized local funding; and three states (8%) indicated that their committees received no funding.

Ten states (26%) participate in a yearly evaluation activity with only three (8%) states reporting that their committees had current documentation of the activity.

When asked to give input relating to their perceptions of the potential success factors of their committees, the following were the prevailing responses:

a. funding for the committee (26%)

b. cooperation (21%)

c. support and endorsement of SEA (16%)

d. accurate assessment of data (16%)

e. strong leadership (13%)

f. initial and continuing support from colleges and universities (13%)

g. strong communications within the state (11%)

h. action upon completion of committee meetings (11%)

i. legislative support (state) (8%)

Although there were many "Impeding Factors" noted by the participants, only six were listed more than once in the state summaries. The six were as follows:

a. lack of funds (21%)

b. limited decision making (8%)

c. inaccurate data; lack of data (5%)

d. vested interests of institutions (5%)

e. complexity of system and politics involved (5%)

f. need for more representative group (5%)

Four and one-half states (12%) reported that their committees had had difficulties in gaining cooperation from colleges and universities.

Twelve states (32%) noted in their responses that they perceived that their committee had component strengths which could be utilized nationally as a model for cooperative manpower planning.

Eighteen and one-half states (49%) indicated that the DPP/BEH directive on cooperative manpower planning was a major factor in the state's decision to implement special education manpower planning.

The general reaction of the participants to the DPP/BEH directive was very supportive. Only a few negative comments were noted (see "National Summary Documentation" in Appendix B).

One of the items requested was that the states list the perceived barriers to the implementation of the DPP/BEH directive. It is interesting to note that most of the mentioned responses were identical to the list of "Impeding Factors" previously listed.

The states indicated seven general suggestions for the improvement of the DPP/BEH directive. They are listed below.

a. more specific guidelines and goals (13%)
b. increased funding (8%)
c. need follow-up and monitoring (5%)
d. give each committee a budget for operation (5%)
e. more time to implement the directive (5%)
f. travel and per diem expenses needed by committee (5%)

Asked if there were any benefits being derived from the committees, the following predominant comments were received:

a. "cooperation is improving" (21%)
b. "opportunity to share ideas and exchange information" (16%)

c. "better institutional-SEA cooperation" (16%)

d. "better personnel preparation programs" (13%)

e. "better data" (13%)

f. "better understanding of what each other is doing" (13%)

Finally, the states listed the following as necessities for improvement of the effectiveness of their committees:

a. additional funding for travel, per diem expenses, etc. (45%)

b. technical assistance (42%)

c. information relating to other state activities (21%)

NOTE: Please see Appendix B (National Summary Documentation) for a more extensive national comparison of cooperative manpower planning efforts.

CONCLUSIONS AND RECOMMENDATIONS FOR NATIONAL LEVEL (DPP/BEH) CONSIDERATION

The findings of this project have provided the opportunity to make several conclusive statements, which in turn allow for specific recommendations relating to DPP/BEH administration and support of Statewide Cooperative Manpower Planning for Special Education. The conclusions are as follows:

CONCLUSION 1: MANY OF THE NATION'S INSTITUTIONS AND SEA DO NOT UNDERSTAND AND/OR FULLY APPRECIATE THE INTENT AND CONTENT OF THE DPP/BEH DIRECTIVE.

Recommendation 1A: That DPP/BEH provide the following resources/ activities to "X", "Y", and "Z" Cycle States and territories:

a. A revised directive with more specifically detailed guidelines;

b. National-level consultants to visit the states to further explain the directive; and

c. A national newsletter which will serve to share the achievements and experiences of individual states with other states.

Recommendation 1B: That national and/or regional conferences be held for purposes of enhancing the understanding of the DPP/BEH Directive and the scope of Cooperative Manpower Planning for Special Education.

CONCLUSION 2: THE FINDINGS INDICATE THAT THE EVALUATION CRITERIA AND PROCESSES OF THE COMMITTEE ARE GENERALLY WEAK, INCONSISTENT, AND FOR THE MOST PART FORMATIVE IN NATURE. IT SEEMS IMPORTANT, DUE TO THE DEVELOPMENTAL NATURE OF MANPOWER PLANNING, THAT CONSISTENT, NATION-WIDE EVALUATIVE CRITERIA BE ESTABLISHED. ONLY THEN CAN DATA GENERATED BY THE VARIOUS COMMITTEES BE ASSIMILATED INTO A NATIONAL VIEW OF COOPERATIVE MANPOWER PLANNING FOR SPECIAL EDUCATION.

Recommendation 2A: That a team of representatives from the more active states be selected and given the charge to develop a statement specifically outlining the criteria to be used in the evaluation of the various committee activities.

Recommendation 2B: That each state be given the freedom to establish the methodology and time-lines whereby it will evaluate its own committee activities. Only then can state differences in needs and aspirations be noted and accommodated.

CONCLUSION 3: THE LACK OF FINANCIAL SUPPORT FOR THE MANPOWER COMMITTEES IS A SIGNIFICANT POTENTIAL BARRIER TO THE APPROPRIATE IMPLEMENTATION ON THE DPP/BEH DIRECTIVE.

Recommendation 3A: That one of the following alternatives be selected to fund a small amount of support monies for each committee:

a. Each project budget (college/university and SEA) would line-item an amount to assist in supporting the committee;

b. SEA would maintain total support through line-item in budget of DPP/BEH, Part D grant or state funds.

The expenditure of these monies should be flexible so that the individual committees can, themselves, relate needs to funds.

CONCLUSION 4: SEVERAL OF THE STATES PERCEIVE A LACK, OR POSSIBLE LACK, OF SUPPORT FROM DPP/BEH RELATING TO A COMMITTEE'S RECOMMENDATION ON THE MERITS OF SPECIFIC INSTITUTIONAL (OR SEA) TRAINING PROPOSALS.

Recommendation 4A: That DPP/BEH take the position that it will make every effort to support the decisions of an active, evaluative committee. Only if this position is taken will the institutions and SEA realize the validity or need to become active members of the committees.

Recommendation 4B: Prior to 4A, that DPP/BEH require evidence of committee objectivity and competence by the following methods:

a. Documentation which will show that the committee has access in a meaningful form to the necessary data whereby manpower planning decisions can be made;

b. Monthly or bimonthly meetings of the committee or subcommittees with relevant representation;

c. Documentation relating to the committees, purpose, goals, objectives, organizational structure, and types of data collected, and time-lines;

d. A formal statement of recommendations be submitted to DPP/BEH at an appropriate time. The recommendations will be approved by the majority of the committee members and will support the supply and demand data previously submitted.

CONCLUSION 5: MANY OF THE STATE COMMITTEES HAVE A REAL NEED FOR NATIONAL TREND DATA AS THEY RELATE TO MANPOWER PLANNING FOR SPECIAL EDUCATION.

Recommendation 5A: That DPP/BEH authorize some institution(s) to be a clearing-house for national trend data in the areas of

a. state and federal legislation;

b. personnel supply and demand studies and statistics;

c. state certification;

d. related disciplines; e.g., vocational education and school psychology.

Recommendation 5B: That the information resulting from the "Recommendation 5A" effort be disseminated to the state committees on a semi-annual basis. A newsletter might be an excellent vehicle for such an activity.

CONCLUSION 6: MANY OF THE STATEWIDE SPECIAL EDUCATION MANPOWER PLANNING COMMITTEES LACK EFFECTIVE GROUP PROCESSING SKILLS.

Recommendation 6A: That the committees be offered the skills of a consultant who specializes in group processing skills.

Recommendation 6B: That the DPP/BEH or some other appropriate agency or organization develop a national workshop which would be offered at various regional locations. The purpose of the workshop would be to develop a cadre of trainers who would, in turn, provide training to the committees in the following areas:

a. goal-setting;

b. conflict resolution;

c. participatory training techniques;

d. brainstorming;

e. group process and control;

f. time-management;

g. committee organization and development;

h. workshop development techniques.

CONCLUSION 7: MOST OF THE STATES WITH ONGOING MANPOWER PLANNING EFFORTS ARE HAVING ADMINISTRATIVE PROBLEMS DUE TO THE LACK OF FUNDS TO ADEQUATELY SUPPORT THE NEEDS AND FUNCTIONS OF THE COMMITTEE.

Recommendation 7A: That funds under Part D be available to each state committee to assist in carrying-out the intent of the directive. These funds might be utilized for such purposes as: coordinating staff and clerical assistance, related travel, communications and needs assessments. It would, of course, be essential that the committee justify the need for this funding through sufficient documentation to clearly establish the goals, objectives, time-lines, committee organization, types of data collected, etc.

CONCLUSION 8: THERE ARE SEVERAL STATE COMMITTEES WHICH HAVE UNIQUE OR EFFECTIVE COMPONENTS WHICH COULD POSSIBLY BE MODELED BY COMMITTEES OF OTHER STATES.

Recommendation 8A: That a central resource center on manpower planning in special education be developed and maintained.

Recommendation 8B: That individuals who have acquired expertise in manpower planning be identified so that the state committees can request the assistance of these specialists if deemed necessary or desirable.

CONCLUSION 9: MANY SEA PERCEIVE THE DPP/BEH DIRECTIVE TO BE A LOCAL FUNDING CONTROL MECHANISM (i.e., THE SEA HAVE "SIGN-OFF" AUTHORITY ON INSTITUTIONAL GRANT REQUESTS), WHILE INSTITUTIONS GENERALLY PERCEIVE THE INTENT OF THE DIRECTIVE TO BE PRIMARILY FOCUSED UPON THE MANAGEMENT OF MANPOWER SUPPLY AND DEMAND.

Recommendation 9A: That DPP/BEH clearly delineate the intent of the directive as per Conclusion 9.

Recommendation 9B: That the state committees be given the charge to analyze and make appropriate decisions or recommendations relative to both the manpower supply and demand and funding of Part D projects within their respective states.

CONCLUSION 10: FEW COMMITTEES UTILIZE AN EXTERNAL EVALUATION METHODOLOGY.

Recommendation 10A: That DPP/BEH encourage the utilization of external evaluation teams by state committees. The emphasis of the evaluation would be on the improvement of the state's special education manpower planning effort.

CONCLUSION 11: MANY STATES ARE UNCERTAIN AS TO WHO OR WHAT FIELDS SHOULD BE REPRESENTED ON THEIR RESPECTIVE MANPOWER PLANNING COMMITTEES.

Recommendation 11A: Although each state has its own unique needs and circumstances, it is essential that membership on its committee (and primary input to the committee) be individuals representing major training agencies (colleges/universities, SEA, higher education coordinating boards, etc.) and consumers (LEA, Parents, state and private agencies, etc.)

Recommendation 11B: The personnel training implications of Public Law 94-142 should also be considered when determining membership on state manpower planning committees. For example, in addition to "traditional" special education personnel, strong consideration should be given to the inclusion on the committee of regular education personnel, physical education personnel, and such support personnel as psychologists, diagnosticians, and therapeutic recreators.

RECOMMENDATIONS RELATING TO THE IMPLEMENTATION OF COOPERATIVE MANPOWER PLANNING FOR SPECIAL EDUCATION

The project findings suggest that any state seeking to implement a Cooperative Manpower Planning Committee for Special Education should consider several factors prior to the initial organization of the committee. It is recommended that a steering committee or an ad hoc committee be designated to consider these factors and the possible courses of action for the implementation of the committee within that state.

The first factor should deal with the information needs of that state. For instance, if the SEA has a strong data collection system which can provide accurate, up-to-date data to the committee, there may not be a critical need to develop a strong emphasis within the committee for data collection. Thus, a relatively low priority may be assigned to that organizational component. This might change as committee activities point out the need for new information.

Demographic factors should also be considered as they relate to colleges and universities and other agencies who will be involved with the committee. For instance, it may not be necessary to have frequent formal meetings of the manpower planning committee in a large state, if the college and university representatives on that committee could not regularly attend due to financial, geographical, or administrative barriers. Likewise, it would not seem reasonable to have a large, formally organized committee, if there are only one or two colleges and universities within the state preparing special education personnel. The demographic factors will possibly create more diversity from state to state than any other factor due to the

obvious variance in need.

The third factor to be considered is the funding available for committee operation. The funding sources should be identified and contacted to assure the committee of a revenue source to support its operation. This factor will influence ongoing activities and the possibility for travel and other support monies for its members.

The fourth factor might well be a serious consideration of the political issues currently existing within a state. Included in this might be power struggles between agencies (e.g., Board of Regents and the SEA), institutional autonomy issues which might be of a volatile nature, legislative concerns, court actions which might affect the decision-making within the state, trends for services within the state for handicapped persons, and national trends.

The fifth factor to be considered deals with the possibility of regional input from surrounding states. For instance, if a particular state is training a large percentage of special education teachers who leave the state and move into bordering states seeking employment, it would seem necessary for the planning committee to have manpower information relating to the potential of employment within those states. (Regional, as well as national considerations also relate to the preparation of leadership personnel and personnel to work with the low-incidence handicapped.)

The sixth factor to be considered is a careful analysis of the long- and short-range plans of the various colleges and universities and the SEA within a state to determine if there is a serious potential for conflict in the future between the manpower planning committee's decisions and/or recommendations and the individual plans of

the agencies involved.

The last factor needing careful consideration is the potential for decision-making and authority of the committee within a state. For instance, if the state's political structure were such that the manpower planning committee did not have the authority to make needed recommendations relating to special education manpower planning, it would seem that the committee should re-examine its organizational make-up and restructure accordingly. The manpower planning committee must serve as a change agent.

After the above mentioned factors are considered by the steering or ad hoc committee, it is recommended that guidelines be established whereby the committee can be organized. The newly organized committee would then have major responsibilities for its own destiny and would structure or modify the committee as the needs indicate during its operation.

During the initial development phases, it would be advantageous to supply the ad hoc committee with technical assistance in the areas of group processes, decision-making, and goal-setting. Included in this technical assistance should be an individual who has a strong understanding of the issues which must be considered prior to the organizational development of the committee. It is recommended that the steering or ad hoc committee be allowed to function freely and with creativity in order to shape and control the uniqueness of the situation within that state.

After the committee has been organized and is in operation, technical assistance such as manpower technology, assessment and evaluation methodology, computer techniques, and data collection

APPENDIX D

Proceedings Of

THE FIRST MISSOURI SYMPOSIUM

ON COOPERATIVE MANPOWER PLANNING

FOR SPECIAL EDUCATION

Editors:

RICHARD C. SCHOFER

ROBERT L. MCGOUGH

May, 1976
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

PREFACE

This publication is the first of an anticipated series of reports that will be growing out of the Project on Cooperative Manpower Planning in Special Education at the University of Missouri-Columbia. Although some fields have acquired a history of efforts relative to manpower planning, this has not been the case relative to the field of education of the handicapped. It is hoped that this report, as well as future Project reports, will make a beginning contribution to the existing knowledge of manpower planning in special education.

Prior to perusing this document, the reader is encouraged to read "Cooperative Planning for Personnel Preparation," which is reproduced in Appendix A. This document, which was developed by DPP/BEH in April, 1974, provides background and rationale for cooperative manpower planning in special education. It is this particular document that is frequently referred to as the "BEH Directive" relative to manpower planning in special education. In no small way, this document has already begun to have a major impact upon special education personnel planning in many of the States. It is probable that all States will soon be involved in such planning activities.

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APPENDIX E

COOPERATIVE MANPOWER PLANNING: ANNOTATED BIBLIOGRAPHY

Prepared by

Robert L. McGough, Research Associate

Richard C. Schofer, Project Director

October, 1976
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

PREFACE

This publication is the second report developed through the Project on Cooperative Manpower Planning in Special Education. This document is a by-product of the authors' national status study on cooperative manpower planning in special education.

In exploring the available literature pertaining to manpower planning it was apparent to the authors that a substantive summarization or compilation of this knowledge-base was lacking. This document is designed to address this need. What follows is a comprehensive annotated bibliography divided into 14 sections. We feel that the organization implicit in these 14 sections will facilitate reader access to the literature existing in this area. It is our hope that this publication will prove to be a useful document to all persons concerned with cooperative manpower planning.

Richard C. Schofer, Director
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Planning in Special Education
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Robert L. McGough, Research Associate
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INTRODUCTION

This annotated bibliography is a by-product of a national survey which examined the state-of-the-art relative to "Cooperative Manpower Planning for Special Education." The survey was conducted by the Department of Special Education, University of Missouri-Columbia. The document is compiled as an aid to researchers, manpower planners, educators, administrators, and others who may have a need to locate sources of information relating to cooperative manpower planning for special education. It should be noted that many of the annotated items are reprinted from a variety of bibliographical listings furnished by the U. S. Department of Labor, U. S. Department of Health, Education and Welfare, and the National ERIC Research Bank.

Individual item referrals, computerized search procedures, and journal reviews were utilized as methodologies in the development of the document. For ease of use, the items have been divided into specialized sections which are noted in the Table of Contents.

It is the intent of the authors to periodically update this publication. They believe that this document is one of the most complete and definitive bibliographical references for manpower planning currently in existence and that, hopefully, it will prove to be helpful to the researcher, administrator, and teacher for years to come.

It is to be noted that the costs related to this survey and the printing of this document are included under Project No. 451AH50093A, which was an approved supplemental request to the Program Assistance Grant of the Department of Special Education, University of Missouri-Columbia. (Mr. William A. Hillman, Jr., DPP/BEH, Project Officer) The

Special Project on Cooperative Manpower Planning in Special Education (Project No. 451AH60943) that is currently in operation at the University of Missouri-Columbia had a beginning date of June 1, 1976. (Project Officers for this project are Dr. Philip J. Burke and Dr. William R. Peterson, DPP/BEH.) Most future activities of the above Special Project will be supported in whole or in part under Project No. 451AH60943.

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APPENDIX F

Manpower Planning for Special Education: Planning Model and Alternatives

Developed by:
Richard C. Schofer
Robert L. McGough

August, 1977
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

PREFACE

The purpose of this document is to assist the various states in the development of a statewide cooperative manpower planning program for special education. This document will provide suggestions and alternatives which have been demonstrated by various statewide manpower planning committees to be both effective and reasonable in application. The reader will find that every attempt has been made to simplify the developmental process without, hopefully, sacrificing the quality of the activity. Although the document format is quite simply presented, it may be worthwhile to review the national development of cooperative manpower planning for special education prior to beginning Chapter I.

Richard C. Schofer
Project Director

Robert L. McGough
Project Coordinator

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Previous Project Newsletters

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COOPERATIVE MANPOWER PLANNING

newsletter

January 24, 1977
University of Missouri-Columbia
Columbia, Missouri

Purpose of Project

Purpose of Newsletter

Dear Colleague:

We are beginning now to see some of the outcomes of the Project on Cooperative Manpower Planning in Special Education, which is being administered by the Department of Special Education, University of Missouri-Columbia. This project is supported by a grant from the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education.

In brief, the main emphasis of our project is to provide developmental and training assistance, in various ways, to the individual states as they proceed to implement cooperative manpower planning programs. This assistance will take many different forms; for example, direct consultation, technical publications, bulletins and reports, and various types of workshops and conferences.

This newsletter is just one of the many products of this project's activities. It is intended to provide you, the special educator, with information relating to the techniques and applications of cooperative manpower planning for special education. We will also share innovative program ideas, publication sources, dates for future meetings, and other informational items as they seem useful.

We will attempt to keep you informed regarding our progress through future newsletters and other documents.

Please do not hesitate to contact us if we can be of service to you.

Sincerely,

Richard C. Schofer
Project Director
Project on Cooperative Manpower Planning in Special Education

State-Of-The-Art Study

We recently completed a national study of the "state-of-the-art" of statewide cooperative manpower planning for special education. Approximately 286 institutions and 38 state education agencies were surveyed. The findings of the study have been documented and will be available soon for dissemination to persons needing this information. We hope you will contact us if you have not received a copy of this document within the next six weeks.

* * * * * * * * * * *

Some Observations Resulting From the Study

Our "state-of-the-art" study revealed much useful information. For instance, one of the most pertinent findings was that there is considerable diversity among the various state programs. Our study suggests that several "truisms", or axioms, apply at the present time to the area of cooperative manpower planning for special education. They are as follows:

1. There is no one "ideal" model or approach to cooperative manpower planning. Each state is unique and has unique planning needs.
2. Comprehensive needs assessment within each state is essential for sound manpower planning: it brings a logic—a validity—to decision making.
3. The potential value of cooperative manpower planning must be understood by everyone involved; that is, the individuals must feel that manpower planning is truly worthwhile—otherwise, the motivation and dedication for getting the job done just won't be there.
4. Public Law 94-142—particularly Sections 613 (a) (3) and 614 (a) (1) (i)—has tremendous implications for sound statewide cooperative manpower planning.
5. Effective manpower planning is dependent upon several intangibles:
   (a) Those concerned must want to be involved and to cooperate.
   (b) Communication—not just speaking, but also listening—must take place.
   (c) Every effort must be made to obtain complete and accurate data.
   (d) Informed decisions must be based upon that data.
6. Effective cooperative manpower planning should address itself to the qualitative factors of personnel preparation, and not just solely to the quantitative, data-gathering activities.

First Missouri Symposium

The University of Missouri-Columbia campus was the setting in May, 1976, for a small symposium on cooperative manpower planning in special education. Participating in the symposium were representatives from several of the state manpower planning projects that seemed to be getting off-the-ground fairly well and were beginning to have an impact in their respective states. The main purpose of this symposium was to share ideas and concerns relative to cooperative manpower planning and to report on what the various participants were doing in their own states. The proceedings for this symposium have been published and disseminated. If you did not receive a copy in our initial mailing, please write to us and request a copy. (A limited supply is still available.) We believe that you will find this document of considerable value as you attempt to move ahead in your own state.

* * * * * * * * * * *

Publications

The following publications may be useful to those of you who are actively involved in the development of manpower planning within your state:

Schofer, Richard C. and McGough, Robert L. *Cooperative Manpower Planning in Special Education: First Missouri Symposium, May, 1976*, University of Missouri-Columbia, May, 1976.

McGough, Robert L. and Schofer, Richard C. *Cooperative Manpower Planning: Annotated Bibliography*, University of Missouri-Columbia, October, 1976.

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Temple University, *Manpower Projections For Developmental Disabilities in the 1980's*, Developmental Disabilities Center, Philadelphia, Pennsylvania, 1973.

Temple University, *Manpower Policy Perspectives and Prospects*, School of Business Administration, Philadelphia, Pennsylvania, 1973.

Mangum, Garth and Snedeker, David, *Manpower Planning for Local Labor Markets*, Olympus Publishing Company, Salt Lake City, Utah, 1974.

* * * * * * * * * * *

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BEH Training Priorities

Source:
Herman Saettler, ED. D.
Branch Chief, DPP/ BEH
U.S. Office of Education

The priorities for the 1977-1978 academic year include personnel preparation projects in the following areas:

A) *Early Childhood Education*. Preparation of educational personnel to serve handicapped children from birth to age 6;

B) *Severely Handicapped*. Preparation of educational personnel to serve the severely and multi-handicapped, particularly where the need for trained personnel is the greatest;

C) *Paraprofessional*. Preparation of personnel (for example at community and junior colleges) to assist a professional in the education of handicapped children;

D) *Physical Education*. Preparation of personnel to provide physical education for handicapped children;

E) *Recreation*. Preparation of personnel to provide therapeutic recreation services for handicapped children;

F) *Interdisciplinary*. Preparation of personnel to work with handicapped children on an interdisciplinary basis;

G) *Vocational and Career Education*. Preparation of personnel to provide career or vocational education for the handicapped;

H) *Regular Education*. Pre-service or in-service programs which prepare regular education personnel, physical education personnel, or recreation specialists, to provide services to handicapped children. These programs may include supportive services from special education personnel who work with handicapped children;

I) *Developmental Assistance*. Programs which provide innovati· post-doctoral training in the education of the handicapped;

J) *Model Implementation (Special Projects)*. Programs which develop new models of instruction, or prepare personnel for an innovative role in the education of handicapped children or are designed to solve major training problems; and

K) *Volunteers*. Preparation of volunteers, including parents, to assist in the provision of education to handicapped children.

* * * * * * * * * * *

"... Each [State] plan shall ... set forth, consistent with the purposes of this Act, a description of programs and procedures for (A) the development and implementation of a comprehensive system of personnel development which shall include the in-service training of general and special educational instructional and support personnel ... necessary to carry out the purposes of this Act are appropriately and adequately prepared and trained, and effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and (B) adopting, where appropriate, promising educational practices and materials development through such projects ..." (PUBLIC LAW 94-142)

The activity which is the subject of this newsletter is supported by a grant (Project No: 451AH80943) from the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the opinion or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

epartment of Special Education
University of Missouri-Columbia

volume 1, number 2

COOPERATIVE MANPOWER PLANNING

newsletter

Regional Workshops:

The University of Missouri-Columbia Project on Cooperative Manpower Planning in Special Education will conduct seven regional workshops during the coming fall. Each workshop will host two participants from each of the neighboring states. State departments of education and institutions of higher education will be represented.

Purpose:

The primary purposes of these workshops will be to provide the various States with information on cooperative manpower planning relative to:
(1) Manpower Planning Technology and Methodology;
(2) Needs Assessment Strategies;
(3) Organizational Development Strategies and Alternatives; and
(4) Updated Status Data.

The seven regional workshops will be held as follows:

Upper Plains Regional Workshop - September 25-27, 1977.
Location of Workshop - Minneapolis, Minnesota.
Participating States - North Dakota, South Dakota, Minnesota, Missouri, Illinois, Iowa, Wisconsin.

Northwest Regional Workshop - October 16-18, 1977.
Location of Workshop - Boise, Idaho.
Participating States - Alaska, Washington, Oregon, Idaho, Montana, Wyoming.

an equal opportunity institution

Northeast Regional Workshop - October 30 - November 1, 1977.
Location of Workshop - Albany, New York.
Participating States - Maine, New York, Massachusetts, Connecticut, Vermont, Pennsylvania, Rhode Island, New Hampshi New Jersey.

East Central Regional Workshop - November 13-15, 1977.
Location of Workshop - Columbus, Ohio.
Participating States - Michigan, Indiana, Ohio, Kentucky, Virginia, West Virginia, Maryland, Delaware, District of Columbia.

Lower Plains Regional Workshop - November 27-29, 1977.
Location of Workshop - Oklahoma City, Oklahoma.
Participating States - Colorado, Kansas, Nebraska, New Mexico, Texas, Oklahoma, Arkansas.

Southwest Regional Workshop - December 11-13, 1977.
Location of Workshop - Reno, Nevada.
Participating States - Hawaii, California, Arizona, Utah, Nevada.

Southeast Regional Workshop - January 8-10, 1978 (Tentative Date)
Location of Workshop - Atlanta, Georgia.
Participating States - Louisiana, Tennessee, Mississippi, Alabama, Georgia, Florida, South Carolina, North Carolina.

Workshops will begin at 7:00 p.m. on Sunday, and adjourn about 3:00 p.m. on Tuesday.

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New Publication:

The Project is putting the final touches on a new manpower planning document for national dissemination. The document is entitled *Manpower Planning for Special Education: Planning Model and Alternatives.*

Abstract:

The document is intended to serve as a general process document for those states that are in the midst of developing their manpower planning committees. It includes a possible model for the development of the committee. Also included are various listings of alternatives (data, publications, committee purposes, etc.) and descriptions of useful program components.

Individuals and/or committees attempting to use this document should keep in mind that it is not intended to provide all of the alternatives or answers to the hundreds of problems usua. encountered by the committee. Instead, it is intended to provide a general guide to a process which will efficiently allow for development of the organizational structure of the committee,

which, in turn, will identify, analyze and resolve the problems according to the parameters relating to the perceived needs within the state. Only then can realistic and meaningful solutions to the problems be gained.

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Spotlight: Minnesota

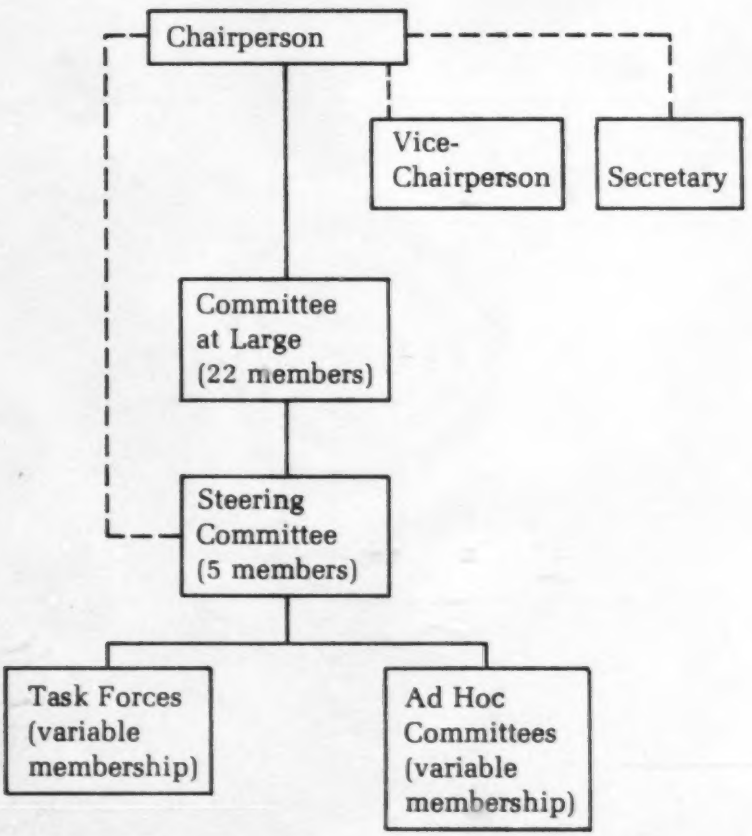
MINNESOTA SPECIAL EDUCATION & PERSONNEL DEVELOPMENT COMMITTEE (SEPDC)

Structure:

The SEPDC is organized as a fairly large governing committee (22 members) which, in turn, vests much of its decision-making responsibility and authority to a steering committee (5 members). The SEPDC has a well-written charter which requires that most of the committee activities take place in either task forces or ad hoc committees. It is noteworthy to mention that the task forces usually are standing or at least long-term committees which are focused upon one issue, problem or activity. The ad hoc committees, on the other hand, are temporary and are designed for problem clarification and solving activities.

Organizational Chart:

Organizational Chart of SEPDC



Chairperson:

Dr. Stanley Knox, Chairperson
Department of Special Education
St. Cloud State University
St. Cloud, Minnesota 56301
Phone: (612) 255-2092

Current Activities:

The SEPDC, being a fairly young committee, is currently conducting a state-wide survey of available data. The committee is also using Dr. Gertrude Glaman of the University of Minnesota-Minneapolis as a consultant to develop a rather sophisticated data collection system. Dr. Stanley Knox is updating a previously conducted study of special education personnel within the state of Minnesota. The committee is fortunately finding that much of the manpower data is currently available through a variety of sources. The members see their task as gathering and formating the data into documents which will give them the data base to begin addressing the many important special education questions that must be considered.

The activity which is the subject of this newsletter is supported by a grant (Project No: 451AH60943) from the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the opinion or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

volume 1, number 3

COOPERATIVE MANPOWER PLANNING

newsletter

Summary—Regional Workshops

From late September, 1977, to early January, 1978, the Project on Cooperative Manpower Planning conducted seven regional workshops focusing upon strategies and methodology for establishing Statewide Manpower planning committees. The locations of these workshops were as follows: Upper Plains Regional Workshop - Minneapolis, Minnesota; Northwest Regional Workshop - Boise, Idaho; Northeast Regional Workshop - Albany, New York; East Central Regional Workshop - Columbus, Ohio; Lower Plains Regional Workshop - Oklahoma City, Oklahoma; Southwest Regional Workshop - Reno, Nevada; and Southeast Regional Workshop - Atlanta, Georgia. It is to be noted that 48 states, the District of Columbia and Puerto Rico had one or more representatives at these workshops.

Although several topics were included in the workshops, major agenda items included the sharing of information by each of the participating states and an intensive overview of *Manpower Planning for Special Education: Planning Model and Alternatives* (Schofer and McGough, University of Missouri-Columbia, August, 1977). A highlight of *each* of these workshops was the keynote address by Dr. Jasper Harvey, Director, Division of Personnel Preparation, BEH. Dr. Harvey provided an in-depth discussion of training needs and directions from a Federal point of view. In addition, he reinforced the commitment that BEH has for the concept of comprehensive personnel planning, both in terms of Part D training monies and Sections 613 (a)(3) and 614 (a)(1)(c)(i) of Public Law 94-142. In addition to Dr. Harvey, the workshop staff included Dr. Robert L. McGough, Virginia Polytechnical Institute and State University, Mr. E. Hayes Prothro, Texas Education Agency, and Dr. Richard C. Schofer, Project Director, University of Missouri-Columbia. Also, Dr. James E. George, EDU-SERVICES, Dallas, Texas, served as a consultant to two of the workshops.

The stated objectives for the workshops were as follows:

(1) "To facilitate an interchange of ideas and concerns relative to Cooperative Manpower Planning;"

(2) "To sufficiently explain the process model included in the fourth Project publication to enable the participants to return to their respective States as resource persons;"

(3) "To expand the participant's understanding of manpower planning and the relationships between Part D Planning (i.e., 1974 'BEH Directive') and the Personnel Development Section of Public Law 94-142 (i.e., 'Comprehensive System of Personnel Development')."

Judging from the evaluation forms that were filled out by the participants, the workshops appeared to have accomplished these objectives. By the same token, the Project staff gained valuable input from the participants as well. Hopefully, this input will further enhance the Project's technical assistance role in the future.

* * * * * * * * *

New Publication

The Project is currently involved in conducting its second state-of-the-art study to determine what is taking place nationally relative to cooperative manpower planning. The publication resulting from the first study (*Statewide Cooperative Manpower Planning in Special Education: A Status Study*, Schofer and McGough, University of Missouri-Columbia, November, 1976) was widely disseminated and served as a resource for those states which were in the initial stages of manpower planning. For the following reasons, it was felt that a second study should be conducted:

(1) The information included in the above publication is now about two years old—to be sure, considerable activity has taken place throughout the Nation during the past two years relative to cooperative manpower planning;

(2) The 1976 study included only the "X" and "Z" cycle states—the 1974 "BEH Directive" had not yet applied to the "Y" cycle states. Thus, eighteen states, including the District of Columbia, Guam, and Trust Territory, were not included in the first study; and

(3) Since Public Law 94-142 has now become such a dominant force throughout the Nation relative to educational programming for handicapped children, it is apparent that the Personnel Development Section of the Act [Sections 613(a)(3) and 614(a)(1)(c)(i)] should be included in our deliberations concerning manpower planning. The initial study made only brief references to the "comprehensive system of personnel development" requirements of the Law.

As some of the readers of this NEWSLETTER already know, the questionnaire that is being utilized for this study is rather lengthy. However, the type and volume of information that is being solicited left the investigators with little choice but to develop such an instrument. It is anticipated that each state will have two respondents to the questionnaire, an SEA respondent and a college or

university respondent. In most instances, these individuals would have previously attended one of the Regional Workshops on Cooperative Manpower Planning that were held during the Fall of 1977 and early January, 1978. It is anticipated (hopefully) that the study will be completed, printed, and disseminated by June, 1978.

* * * * * * * * *

Third Missouri Symposium

On April 10-11, 1978, the Project held a symposium on the University of Missouri-Columbia campus. Participants in this symposium included five state education agency representatives and five college and university representatives. The primary focus of the symposium was in relation to the Personnel Development Section [sections 613(a)(3) and 614(a)(1)(c)(i) of Public Law 94-142]. Specifically, those in attendance presented information, experiences and concerns about this Section. Furthermore, they delineated some procedures and activities that would relate to quality as well as compliance. It is hoped that the products resulting from this symposium will serve as a framework for a future Project publication on the Personnel Development Section of the Act.

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Past Publications

The University of Missouri-Columbia Project on Cooperative Manpower Planning in Special Education has published four documents relative to Cooperative Manpower Planning. These documents, as described below, are available in limited supply from the Project.

Schofer, Richard C. and McGough, Robert L. *Cooperative Manpower Planning in Special Education: First Missouri Symposium, May, 1976*, University of Missouri-Columbia, May, 1976.

This publication is a proceedings document describing the activities of the first symposium on manpower planning in special education at the University of Missouri-Columbia. Projects of various states are described; the past, present and future of Cooperative Manpower Planning are discussed; and a comprehensive research and literature review is included.

McGough, Robert L. and Schofer, Richard C. *Cooperative Manpower Planning: Annotated Bibliography*, University of Missouri-Columbia, October, 1976.

This annotated bibliography is designed for the use of administrators, researchers, state personnel, and national planners who need access to special documents relating to Cooperative Manpower Planning for special education. The items are divided into specialized sections, facilitating its use.

Schofer, Richard C. and McGough, Robert L. *Statewide Cooperative Manpower Planning in Special Education: A Status Study*,

Department of Special Education, University of Missouri-Columbia, November, 1976.

The results of a nationwide status study on the progress and direction of manpower planning efforts in special education are documented in this publication. It investigates how, and to what extent, the various states were responding to the "BEH Directive" for manpower planning in special education. A comprehensive research and literature review is included.

Schofer, Richard C. and McGough, Robert L. *Manpower Planning for Special Education: Planning Model and Alternatives*, Department of Special Education, University of Missouri-Columbia, August, 1977.

The intention of this document is to serve as a general process document for states that are in the midst of developing their manpower planning committees. Along with a possible model for the development of the committee are included various listings of alternatives and descriptions of useful program components.

Direct any requests for these publications to:

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The activity which is the subject of this newsletter is supported by a grant (Project No: 451AH60943) from the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the opinion or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

epartment of Special Education
University of Missouri-Columbia

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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT: A WRITER'S HANDBOOK

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ALTERNATIVE FORMAT FOR ANNUAL PROGRAM PLAN

FOREWORD

A development team was charged by Dr. Richard C. Schofer, Director, Project on Cooperative Manpower Planning in Special Education, University of Missouri-Columbia, to develop a draft of a handbook to assist state education agencies (SEAs) in developing the comprehensive System of Personnel Development (CSPD) section of the Annual Program Plan (APP) for Part B of Public Law 94-142.

In order to clarify the task, a process consultant engaged the team in an exercise called "Images of Potential." This "game" allowed the team to think ahead concerning the potential and possible outcomes from the use of this handbook by writers in other states. The following is a synthesis of the themes that the handbook centers around.

"If all goes well, by May 1979, the use of this handbook will result in...

Theme I--Personnel Development: An Integral Part of State Planning

- Better services to children
- More comprehensive plans
- Absence of ineffective, overlapping and antequated personnel development systems
- State directors recognize that the CSPD is an important element of APP approval (By BEH) and implemention in states
- An improved understanding as to what should be included in a CSPD and how this is reflected in the APP
- VI-D and VI-B documents are integrated at least to a minimal extent
- CSPDs include all required components at least to a minimum level
- Part D, Cooperative Manpower Planning efforts meshed with CSPD
  ..participatory planning
  ..structure for planning
- CSPD given more attention in APPs
- CSPD seen as part, not apart, from the rest of the APP
- Increased number of ways in which the requirements of the Personnel Development Section of Public Law 94-142 are met
- Various resource ($) complementing each other
- Incorporation of the CSPD idea, as a matter of fact, as routine, as a highly effective base for doing whatever is required in education to coordinate training resources
- Division of Assistance to States (DAS) and Division of Personnel Preparation (DPP) of BEH have agreed on required topic areas, criteria for evaluation of minimum CSPD compliance, and recognition of uniqueness of states.

Theme II--Increased Participatory Planning

- Single line of authority concept (for personnel development to be better accepted and implemented)
- Wide understanding of state personnel needs
- Participation of the "knowing" level by more publics
- Participation of the "doing" level by more publics

- An increased willingness to continue participation by participants
- System allows for input from all - plus consumers during implementation
- IHEs feel involved in the planning processes
- Increased cooperation between
  ..SEAs/IHEs
  ..SEAs/human service agencies
  ..SEAs/LEAs
- Evidence of support
  ..improved teacher quality in classroom
  ..real "alternatives" for professional growth
  ..potential for more "student" benefit from school time/effort
- LEAs would have an improved understanding as to their responsibilities under this section and how they might become more appropriately involved (improved programming at the local level)
- CSPD central committees have been established in all states

Theme III--Effectiveness Use of Resources

A. General Benefits

- Ongoing process, includes built-in flexibility for in-process changes
- Clear format/system/direction
- Less duplication of effort
- Clearer definition of role and function
- Better understanding
- Ideas that suggest not only compliance with this section of the Act, but also that suggest qualitative factors
- Clear evaluation criteria
- Evaluation seen as great need--efforts become intense to tackle evaluation
- Incentives clearly identified
- True role of preservice beginning to be clarified
- Improved inservice--more commitment to continuing education
- Potential to "change" where change might occur
  ..pre-training
  ..in-training
  ..different source/content training
- Input quality increased--level of activity
  ..outcome expected
  ..information on quantity
  ..pre-and inservice
  ..inclusion
  ..exclusion

B. Resource Shifts

- Knowledge of resources within the state to address personnel needs
- Increase in amount of money allocated for inservice
- Awareness that additional funds are not necessarily the answer to every problem
- Excitement about creating additional delivery systems
- Incredible acknowledgement of new skills being developed/implemented
- More sharing among states (SEAs)
- LEAs plan from their level upward, long range, team approaches

C. Needs Awareness

- Awareness of unmet needs
- CSPDs address full range of pre- and inservice needs (all specialization areas) at least at "plan to plan" stage
- Needs assessment of value and addressed
- Systems for needs assessment, determining needed content and delivery modes emerging

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I. INTRODUCTION

A. Purpose

The purpose of this handbook is to assist states in fulfilling the requirement for a Comprehensive System of Personnel Development (CSPD) under Public Law 94-142.

B. Intent

The intent of the handbook is to provide states with a resource workbook and training document for completing the CSPD. It will enable the writer to outline what the state has and what it needs to do in order to develop and maintain the system.

C. CSPD Mandate

The structure, the process, and the products necessary to fulfill the requirements mandated by this section of Public Law 94-142 must be clearly identified. Thus it is imperative that each of the articles included in 121a.380 through 121a.387 be understood and addressed in the state's Annual Program Plan (APP)

D. Format of Handbook

This handbook addresses the rules and regulations of Public Law 94-142 as of August 23, 1977. It also incorporates the checklist by which the Bureau of Education for the Handicapped (BEH) will evaluate the CSPD section of the APP. Suggestions for each article are included. Worksheets are provided for describing the state's current status in each required area, and for outlining plans for the coming year.

A self-assessment for the writer follows listing skills and tasks needed for preparing the CSPD. A glossary and appendices provide resource information. The sequence of the Federal regulations is followed in the format of the writer's worksheets to insure that all articles of the section are addressed. Once all articles have been identified the writer may choose to use a different sequence in writing the CSPD section. One alternative cross-referenced sequence is included in Appendix ___.

E. BEH Review Process (to be completed by BEH)

IV. WRITER'S WORKSHEETS

This section of the handbook includes a set of worksheets which can be used for outlining the CSPD. Each worksheet contains

Column A - Public Law 94-142, Rules and Regulations

Column B - BEH's Divisions of Assistance to States and Personnel Preparation--Reader's Checklist

Column C - Purpose and alternatives

Column D - Assessment of states currently approved APP

Column E - Refine, update, modify, etc. (i.e., what will be included in next year's APP?)

Once a CSPD has been clearly established and described in Column E, the APP can be written, using the worksheets as a guide. Future APPs need only include changes in the system with the required annual data and new priorities.

Also included in this section is a set of the pre- and inservice needs assessment instruments and personnel data tables required for the APP, together with suggestions for their development and use.

A RULES AND REGULATIONS	B BEH READER'S CHECKLIST	C NUMBER AND ARTICLE NAME	D CURRENT APP STATUS	E REFINE, MODIFY FOR NEXT FY
This column contains the articles from the Federal regulations referring to the Comprehensive System of Personnel Development. The articles are listed here	Items from the Reader's Checklist, on which BEH's evaluation of the plan is based, are included here.	Purpose The general purpose of the article is suggested here, together with a brief explanation where appropriate. Alternatives* This section lists some possible approaches to meeting the requirements of the article. These will assist the writer in identifying the activities which fulfill this purpose in the state. Each SEA list should be more comprehensive and individualized to meet the state's needs. Appendix If the Appendix contains material related to this article, the writer will find the reference listed here. *Resources, options examples, "tips", illustrations, approaches.	Use this space to describe the current situation relative to this article in your state.	Use this space to describe what your plan proposes relative to this article.